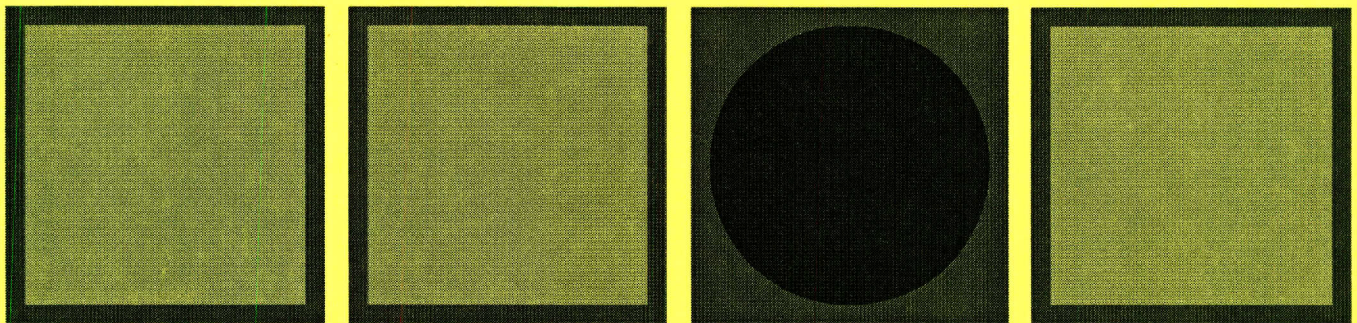


Grade-Level Retention in Texas Public Schools, 2011-12



Division of Research and Analysis
Department of Assessment and Accountability
Texas Education Agency
November 2013

Grade-Level Retention in Texas Public Schools 2011-12

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Abstract. This annual report provides information for the 2011-12 school year on grade-level retention in the Texas public school system. Data on retention are provided by student characteristics, including grade level; race/ethnicity; gender; degree of English proficiency; and economic, at-risk, immigrant, migrant, and overage statuses. Data also are provided by program participation in special education, career and technical education, gifted and talented, and Title I.

Keywords. Retention, retention rate, special education, English proficiency, English language learner, economically disadvantaged.

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at http://www.tea.state.tx.us/acctres/retention_index.html. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at research@tea.state.tx.us.

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Introduction

Overview

Highlights

Overview

This report provides retention rates for students attending Texas public schools in 2011-12. The retention rate measures the percentage of students enrolled in the fall of a given school year who were enrolled in the same grade in the previous school year. Because grade-level retention differs between elementary and secondary grades, retention rates at the elementary and secondary levels are presented separately in this report. Rates are provided by student characteristics, including grade level; race/ethnicity; gender; degree of English proficiency; and economic, at-risk, immigrant, migrant, and overage statuses. Data also are provided by participation in special education, career and technical education, gifted and talented, and Title I programs. In addition to statewide rates, the report provides historical information about retention and promotion policies in Texas public schools. Grade-level retention data by campus, district, and education service center region are available on the Texas Education Agency website at <http://www.tea.state.tx.us/acctres/retention/1112/level.html>.

Highlights

- In 2011-12, the state student retention rate for Grades K-12 was 3.2 percent, a decrease of 0.1 percentage points from the previous year.
- In 2011-12, retention rates increased from the previous year in Grades 2, 3, 9, 10, and 11, decreased in Grades K, 1, 5, 8, and 12, and remained the same in Grades 4, 6, and 7. In 2010-11, retention rates decreased in every grade except Grade 2.
- Across Grades K-6, the retention rate was highest in Grade 1, at 4.8 percent. Across Grades 7-12, the retention rate was highest in Grade 9, at 10.0 percent.
- In 2011-12, African American and Hispanic students had higher retention rates than their Asian counterparts in all grades, and higher retention rates than their White and multiracial counterparts in all grades except kindergarten.

History of Promotion Policies in Texas

History of Promotion Policies in Texas

While consistently requiring that decisions about student promotion be based on academic achievement, Texas policy on promotion and retention has evolved over the past three decades. Legislation passed in 1984 prohibited social promotion, requiring instead that students be promoted only on the basis of academic achievement (Texas Education Code [TEC] §21.721, *Grade Requirement for Advancement or Course Credit*, 1986). The State Board of Education (SBOE) rules implementing the legislation, *Promotions and Alternatives to Social Promotion* (Title 19 of the Texas Administrative Code [TAC] §§75.191-75.195, 1985), outlined the grading procedures to be used by districts and guidelines for promotion. The rules included the provisions that no student could repeat the same grade more than once or repeat more than two grade levels during the elementary grades.

In 1987, legislation was enacted to expand TEC §21.557, *Compensatory and Remedial Instruction* (1988). The legislation provided a definition of students in Grades 7-12 considered to be at risk of dropping out of school and required districts to provide remedial and support programs for these students. The definition of "at-risk" students included students who had not advanced from one grade level to the next in two or more school years.

In 1991, the rule prohibiting retention of students below Grade 1 was amended to allow districts to assign six-year-old students who were not developmentally ready for the first grade to grades deemed appropriate by the schools (19 TAC §75.195(j), 1992 Supplement).

Also in 1991, legislation updated TEC §21.721 (1992) to eliminate the prohibition on advancement of students with grade averages below 70. Policies on advancement from one grade level to the next were to be adopted by school districts. Local policies on promotion had to incorporate a variety of factors, including a minimum, yearly grade point average of 70; course grades earned in each subject; performance on the Texas Assessment of Academic Skills (TAAS); extenuating circumstances; and the judgments of parents and teachers. Districts were required to consider alternatives to retention, including extended school day, extended school year, specialized tutorial support, peer tutoring, cross-age tutoring, student mentoring, and summer programs.

A retention reduction grant program was enacted in 1993 (TEC §21.562, 1994). A \$5 million appropriation allowed 54 Texas school districts to pilot extended instructional programs to eliminate retentions in first grade during the 1992-93 school year. The retention reduction grants allowed school districts and campuses to offer programs based on lengthening the school year as alternatives to retention. These programs provided additional instruction to students who needed extra assistance to master the first-grade objectives in the Essential Elements—the state-mandated curriculum in place at that time. The pilots were extended to the second grade in 1994-95.

School districts not receiving retention reduction grants could apply to the commissioner of education for approval to provide extended year programs (TEC §21.563, *Optional Extended Year Program*, 1994). Optional extended year programs (OEYPs) of up to 45 days in length could be

provided to students in Grades K-8 who would otherwise be retained. To fund the programs, school districts could reduce the number of instructional days during the regular school year by five.

In 1995, the Texas Education Code was reviewed and readopted. In the new code, the provisions on promotion, *Student Advancement*, reiterated that students be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level (TEC §28.021, 1996). At the same time, the language regulating local promotion and retention policies was repealed. In April 1996, the SBOE rules regulating local policies, including restrictions on the number of times students could be retained in grade, were also repealed. The definition of students at risk of dropping out was carried forward (TEC §29.081, 1996).

The 1995 TEC revisions included a single set of provisions for extended year programs (TEC §29.082, 1996). Commissioner of education rules implementing the OEYP were adopted to be effective in May 1996 (19 TAC §105.1001, 1997). Districts were required to promote each student who attended at least 90 percent of the extended year program days, unless the student's parents requested that the student be retained. If the parents requested retention, the student's principal, teacher, and counselor were required to meet with the parents to provide information on the effects of retention on future academic performance, student self-esteem, and high school completion. The commissioner of education was directed to withhold 5 percent of the Foundation School Program compensatory education allotment to finance extended year programs. This increased to about \$50 million a year the allocation for extended year programs for students in Grades K-8 who were identified as not likely to be promoted. Districts could use portions of their compensatory education allotments or apply for state funds to implement extended year programs. Although districts had to apply for state OEYP funds, they were no longer required to apply for approval to operate OEYPs funded locally.

The promotion policies implemented in Texas public schools in 2002-03 built on the state curriculum and assessment programs that had been developed over many years. In 1984, Texas first adopted a state curriculum, known as the Essential Elements (19 TAC Chapter 75, Subchapters B-D, 1984). Over the years, the rigor of knowledge and skills required of students increased. A revised curriculum, the Texas Essential Knowledge and Skills (TEKS), was adopted by the SBOE and became effective on September 1, 1998 (19 TAC Chapters 110-128, 1998). By state law and SBOE rule, the TEKS in the foundation areas of English language arts and reading, mathematics, science, and social studies are required for use in instruction and statewide assessment. The TEKS have been widely distributed to schools and to the public. Professional development on TEKS implementation in the classroom has been available statewide.

The state testing program known as TAAS was introduced in 1990. When last administered in 2002, the TAAS measured mastery of the state curriculum in reading and mathematics at Grades 3-8 and 10; in writing at Grades 4, 8, and 10; and in science and social studies at Grade 8. The Grade 10 tests served as an exit-level examination. As was the case under the previous testing program, the Texas Educational Assessment of Minimum Skills (TEAMS), satisfactory performance on the exit-level examination was a prerequisite to a high school diploma.

In 2002-03, a new, more rigorous state assessment system, the Texas Assessment of Knowledge and Skills (TAKS), was introduced. Like the TAAS, the TAKS was aligned with the state curriculum, measuring the extent to which a student learned and was able to apply the knowledge and skills defined in the TEKS at each grade level tested.

In response to statutory requirements, the TAKS was replaced by the more rigorous State of Texas Assessments of Academic Readiness (STAAR) beginning in 2011-12 (TEC Chapter 39 [2010]). STAAR is aligned with the TEKS and provides the foundation for the accountability system for Texas public education. In Grades 3-8, STAAR assesses the same grade-specific subjects that were assessed in TAKS. In high school, however, grade-specific assessments have been replaced by end-of-course (EOC) assessments. Although 15 EOCs were originally required to graduate for students who started Grade 9 in 2011-12, the 83rd Texas Legislature reduced the requirement to five assessments in 2013: Algebra I, Biology, English I, English II, and U.S. History. To comply with graduation standards already in place, high school students who began Grade 9 in 2010-11 or earlier continue to take grade-specific TAKS assessments.

State testing procedures allow accommodations on TAKS and STAAR for students who need them. Spanish-language versions of the tests are available to assess the progress of students in Grades 3-5 who are proficient in Spanish but not yet proficient in English. In some circumstances, students are exempted from the standard assessments. The admission, review, and dismissal (ARD) committees responsible for students receiving special education services can specify alternate assessment instruments.

Since 1995, Texas statute has stipulated that "a student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level" (TEC §28.021, 1996). In 1999, specific provisions linking test performance, promotion, and instruction were added (TEC §28.0211, 1999). From 2002-03 to 2008-09, students in Grade 3 were required to pass the state reading test to advance to Grade 4. Students in Grade 5 were required to pass the state reading and mathematics tests beginning in 2004-05. Students in Grade 8 were required to pass the reading and mathematics tests beginning in 2007-08. Through the 2010-11 school year, students in Grades 5 and 8 were given three opportunities to pass the TAKS. School districts were required to provide accelerated instruction in the subject areas failed after each test administration (TEC §28.0211, 2010).

If a student failed the test a second time, the district was required to establish a grade placement committee (GPC) to determine the accelerated instruction the student would receive before the third testing opportunity. A student who failed to perform satisfactorily on the third opportunity was required to be retained. A parent or guardian could appeal the retention decision to the GPC. The GPC could decide in favor of advancement if committee members unanimously concluded, based on standards adopted by the local school board, that the student was likely to perform on grade level if given additional accelerated instruction during the next school year.

In 2009, the 81st Texas Legislature stipulated that students in Grade 5 or Grade 8 who fail the state reading or mathematics assessment must complete accelerated instruction before they may be

promoted to the next grade level (TEC §28.0211, 2010). Districts anticipated difficulty implementing the provision for students who fail the third administration of a Grade 5 or Grade 8 test, which occurs during the summer. To help districts and charter schools meet the requirement, the Texas Education Agency developed a waiver allowing promotion of such students to the next grade level prior to the completion of accelerated instruction. A district or charter school applying for the waiver in 2010-11 was required to: identify the intensive instruction each student needed; target the instruction to the TAKS objectives on which each student demonstrated weakness; ensure each student completed the instruction during the first six weeks of the school year; and document that each student completed the instruction.

Because performance standards for STAAR had not been established in time for student promotion decisions, promotion criteria for Grades 5 and 8 that were based on state assessment results were suspended in 2011-12. Instead, promotion criteria developed entirely at the district level were in effect. Districts resumed implementation of promotion criteria that included STAAR performance in 2012-13.

Retention Reporting for 2011-12

Definitions and Calculations

State Summary

Grade-Level Retention by Grade

Grade-Level Retention by Race/Ethnicity

Grade-Level Retention by Gender

Grade-Level Retention by Economic Status

*Grade-Level Retention
by English Language Learner Status*

*Grade-Level Retention
of Special Education Students by Primary Disability*

*Grade-Level Retention by At-Risk,
Immigrant, Migrant, and Overage Student Characteristics*

*Grade-Level Retention by Career and Technical Education,
Gifted and Talented, and Title I Program Participation*

Definitions and Calculations

Retention Definition

Grade retention has been defined as requiring a child to repeat a particular grade or delaying entry to kindergarten or first grade. This definition of retention—repetition of a grade or delayed entry—applies primarily to Grades K-6. The same grade level in successive years in high school does not necessarily represent the repetition of a full year's curriculum, as it does in elementary school. Secondary school programs are structured around individual courses. Because passing and failing are determined at the level of the course and credits are awarded for courses completed successfully, the concept of a "grade level" becomes more fluid. Students who fail to earn credit in a single course or take fewer courses than required in one year may be classified at the same grade level in two consecutive years. Practices in Grades 7 and 8 may be like those in elementary school or like those in high school, depending on local school district policies.

Data used in this report on the grade levels of all students in the Texas public school system were drawn from the Public Education Information Management System (PEIMS). Data on student characteristics and program participation were also available in PEIMS.

Retention Rate Calculations

Retention rates for the 2011-12 school year were calculated by comparing 2011-12 attendance records to fall 2012 enrollment records. Students who left the Texas public school system for any reason other than graduation were excluded from the total student count. Students new to the Texas public school system in fall 2012 were also excluded. Students who enrolled both years or graduated were included in the total student count. Students found to have been enrolled in the same grade in both years were counted as retained. Students found to have been in a higher grade in fall 2012 than in 2011-12 were counted as promoted. Students reported to have had improbable grade sequences were assigned an "unknown" promotion status. Retention rates were calculated by dividing number of students retained by total student count. Because of the criteria used, student counts in this report differ from those in other agency publications.

Retention rates have been calculated by TEA based on year-to-year progress of individual students since 1994-95. Prior to the 1998-99 school year, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected by TEA to calculate the secondary school dropout and graduation rates. This collection expanded available Grades 7-12 enrollment data beyond students enrolled the last Friday in October to include students enrolled at any time during the fall. The change in the retention calculation allowed more secondary school students to be included and made the calculation of the retention rate more like that of the secondary school dropout and graduation rates. Expanded enrollment data were not collected for Grades K-6, so the method of calculating enrollment counts for Grades K-6 was unchanged.

The source for information on English language learner (ELL) status was changed beginning with 2003-04 retention rates. Prior to 2003-04, ELL status was drawn from fall enrollment records. Beginning in 2003-04, ELL status was drawn from the PEIMS summer data collection; the data collection includes students identified as ELLs at any time during the school year. In addition, the determination of ELLs not receiving special education or language services was changed for 2003-04. Prior to 2003-04, ELLs who did not receive bilingual, English as a second language (ESL), or special education services were identified as not receiving services. Beginning in 2003-04, ELLs who did not receive bilingual, ESL, or special education services and those whose parents did not give permission for participation in special language programs were identified as not receiving services.

Reporting of Race/Ethnicity

Data submissions prior to 2009-10. School districts submit student demographic information to TEA through PEIMS. Prior to the 2009-10 school year, TEA required that districts submit one of five racial/ethnic categories for each student: American Indian or Alaska Native; Asian or Pacific Islander; Black or African American (not of Hispanic origin); Hispanic/Latino; or White (not of Hispanic origin).

Data submissions beginning in 2009-10. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The current standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2012).

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

- Hispanic/Latino
- Not Hispanic/Latino

Part 2. Race: What is the person's race? Choose one or more, regardless of ethnicity.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian/Other Pacific Islander
- White

The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original

peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Under the current standard: (a) the previously combined racial category Asian/Pacific Islander is now separated into two categories; (b) students once identified exclusively as "Hispanic/Latino" must now report their race; (c) students may report more than one race; and (d) the definition for one of the racial categories—American Indian or Alaska Native—differs from that used in years past. Prior to 2009-10, American Indian or Alaska Native included students having origins in any of the original peoples of North America only.

Throughout the rest of this report, students classified in PEIMS as Hispanic/Latino are referred to as Hispanic; students classified as American Indian or Alaska Native are referred to as American Indian; students classified as Black or African American are referred to as African American; students classified as Native Hawaiian/Other Pacific Islander are referred to as Pacific Islander; and students classified as having two or more races are referred to as multiracial.

For purposes of reporting Texas public school retention data, TEA combines the answers to the two-part question to create seven mutually exclusive racial/ethnic categories. A student identified as Hispanic is included only in the count for Hispanics. A student not identified as Hispanic is included in the count for only one of the following six racial categories: African American, American Indian, Asian, Pacific Islander, White, or multiracial. A student identified as having two or more races is included only in the count for multiracial students, not in the count for any single racial category.

Texas public school retention data for 2009-10 and later years were calculated using the new racial/ethnic categories. Texas public school retention data for 2008-09 and earlier years were calculated using the old racial/ethnic categories. When reporting data by race/ethnicity for school years prior to 2009-10, TEA used the term Native American in place of the term American Indian. In this report, the term American Indian is used to present both current and historical data.

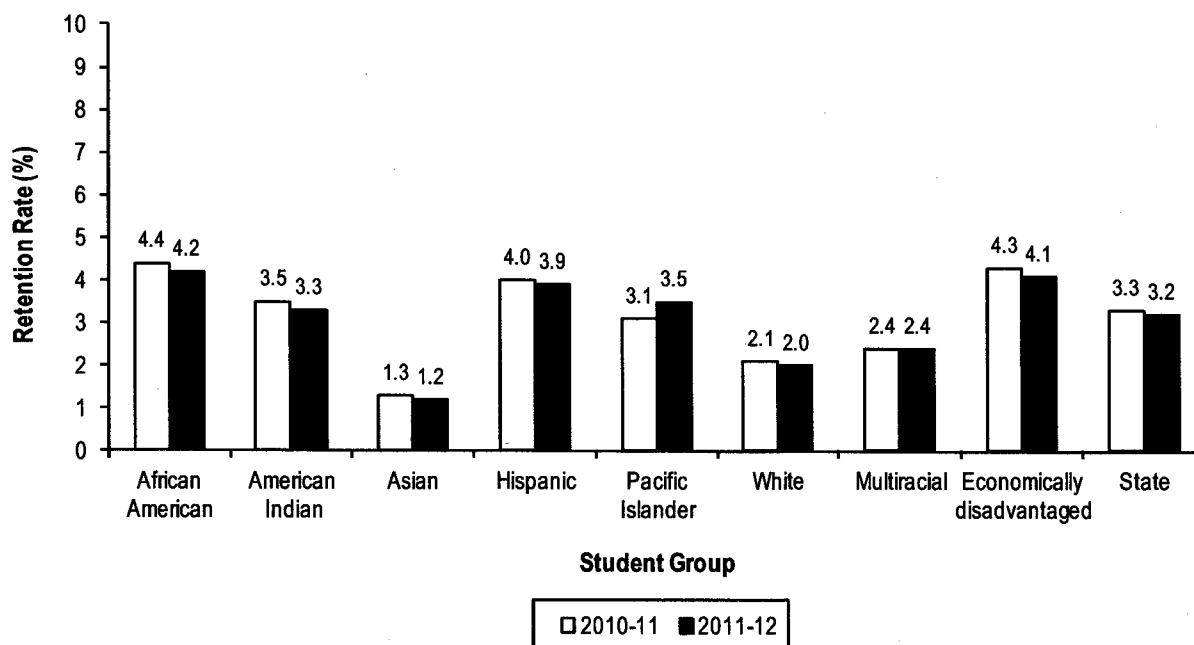
Because rates for smaller groups tend to be less stable over time, comparisons of rates across racial/ethnic groups can be misleading when one group is small compared to other groups. Among non-Hispanic students in Texas, the American Indian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of results in this report for non-Hispanic students, including comparisons across racial/ethnic groups, do not include these populations. Among Hispanic students in Texas, the Asian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of results in this report for Hispanic students, including comparisons across racial/ethnic groups, do not include these populations.

State Summary

In the 2011-12 school year, 3.2 percent (149,923) of students in Grades K-12 were retained (Table 1). The retention rate decreased by 0.1 percentage points from the previous year. The rate for females was 2.6 percent, and the rate for males was 3.9 percent. Male students made up 61.5 percent of all students retained.

In the 2011-12 school year, 1.2 percent of Asian students, 2.0 percent of White students, and 2.4 percent of multiracial students were retained, compared to 4.2 percent of African American students and 3.9 percent of Hispanic students (Figure 1). Retention rates decreased from the previous year by 0.2 percentage points for African American students and by 0.1 percentage points each for Asian, Hispanic, and White students. The retention rate stayed the same for multiracial students. Although 63.1 percent of students enrolled in Texas public schools in 2011-12 were African American or Hispanic, 77.3 percent of students retained in the public schools were from one of these two racial/ethnic groups (Table 1).

Figure 1
Grade-Level Retention, by Race/Ethnicity and Economic Status, Texas Public Schools, 2010-11 and 2011-12



Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Table 1
Grade-Level Retention, by Race/Ethnicity, Economic Status, Gender, and Grade Span, Texas
Public Schools, 2010-11 and 2011-12

Group	2010-11			2011-12		
	All students	Retained	Rate (%)	All students	Retained	Rate (%)
African American	584,169	25,674	4.4	586,727	24,485	4.2
American Indian	20,782	717	3.5	20,034	670	3.3
Asian	159,721	2,125	1.3	166,100	1,958	1.2
Hispanic	2,276,135	92,182	4.0	2,337,716	91,389	3.9
Pacific Islander	5,597	171	3.1	5,645	195	3.5
White	1,452,438	29,809	2.1	1,439,618	29,333	2.0
Multiracial	73,318	1,748	2.4	78,612	1,893	2.4
Economically disadvantaged	2,654,691	113,021	4.3	2,795,093	114,638	4.1
Not economically disadvantaged	1,917,469	39,405	2.1	1,839,359	35,285	1.9
Female	2,227,640	59,102	2.7	2,258,959	57,750	2.6
Male	2,344,520	93,324	4.0	2,375,493	92,173	3.9
Grades K-6	2,577,012	57,641	2.2	2,609,723	54,896	2.1
Grades 7-12	1,995,148	94,785	4.8	2,024,729	95,027	4.7
State	4,572,160	152,426	3.3	4,634,452	149,923	3.2

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Grade-Level Retention by Grade

Elementary Grades

Across Grades K-6 in 2011-12, Grade 1 had a higher retention rate (4.8%) than any other elementary grade (Figure 2 and Table 2). Grade 5 had the lowest retention rate in the elementary grades (0.5%). Overall, the retention rate for every elementary grade steadily decreased between 2005-06 and 2011-12.

Figure 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2010-11 and 2011-12

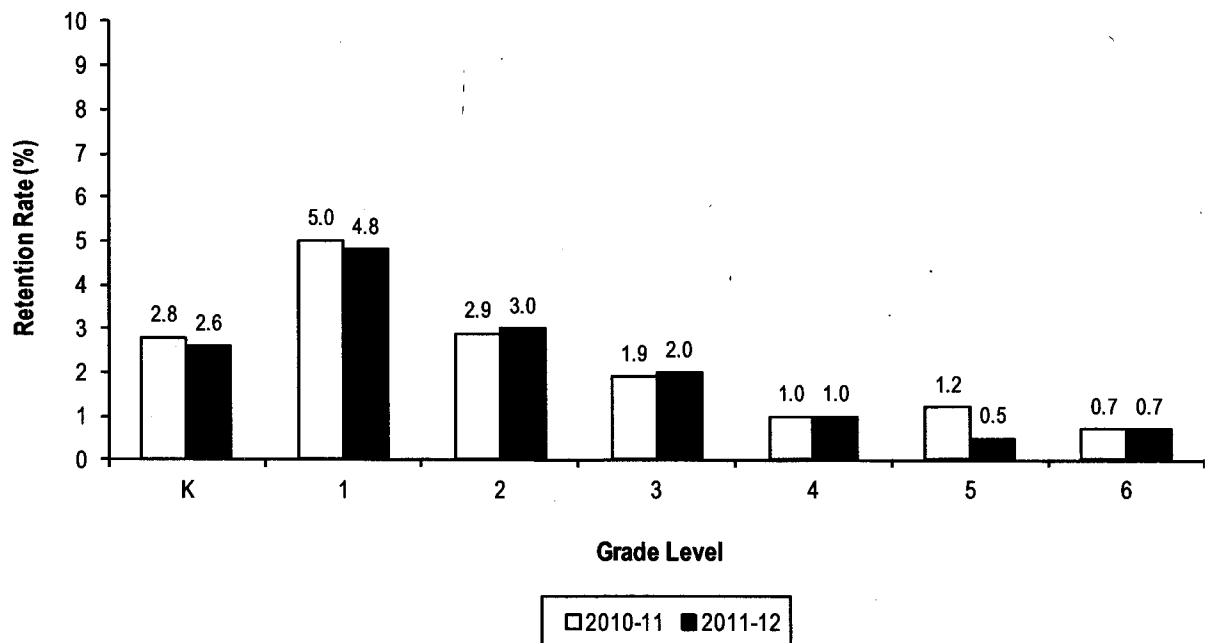


Table 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2001-02 Through 2011-12

Year	K		1		2		3	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	9,968	3.4	20,094	6.4	11,066	3.6	7,636	2.4
2002-03	11,049	3.6	20,180	6.3	11,184	3.6	8,924	2.8
2003-04	11,684	3.7	21,101	6.4	11,648	3.7	8,196	2.6
2004-05	12,190	3.7	21,496	6.4	11,859	3.6	10,366	3.2
2005-06	12,559	3.7	22,540	6.4	12,477	3.7	9,758	2.9
2006-07	12,446	3.6	23,170	6.3	12,383	3.6	9,442	2.8
2007-08	11,457	3.3	21,852	5.9	12,132	3.4	8,918	2.6
2008-09	11,036	3.1	20,970	5.6	11,288	3.1	8,418	2.3
2009-10	10,490	2.9	19,138	5.1	10,830	2.9	7,307	2.0
2010-11	10,271	2.8	19,139	5.0	10,934	2.9	6,864	1.9
2011-12	9,828	2.6	18,314	4.8	11,139	3.0	7,480	2.0

Year	4		5		6		Total K-6	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	4,043	1.3	2,591	0.8	4,414	1.4	59,812	2.8
2002-03	4,843	1.5	3,109	1.0	4,563	1.4	63,852	2.9
2003-04	5,147	1.6	3,225	1.0	4,795	1.5	65,796	2.9
2004-05	5,630	1.8	11,159	3.5	4,901	1.5	77,601	3.4
2005-06	5,665	1.8	8,891	2.7	4,066	1.3	75,956	3.3
2006-07	5,351	1.6	7,288	2.2	3,816	1.2	73,896	3.1
2007-08	4,505	1.3	6,746	2.0	3,182	1.0	68,792	2.8
2008-09	3,984	1.1	5,735	1.7	2,792	0.8	64,223	2.6
2009-10	3,988	1.1	4,713	1.3	2,692	0.8	59,158	2.3
2010-11	3,609	1.0	4,230	1.2	2,594	0.7	57,641	2.2
2011-12	3,650	1.0	2,004	0.5	2,481	0.7	54,896	2.1

Grade-Level Retention by Grade

Secondary Grades

Retention in the secondary grades does not necessarily take the same form as retention in the elementary grades. Whereas a student retained in the elementary grades is likely to repeat a year's curriculum in its entirety, a student retained in the secondary grades may only need to repeat a single course. In Grades 9-12, a student can be classified at the same grade level for two years because one course out of six or seven was not completed successfully. In such a case, the student may be able to "catch up" with his or her peers by making up the required course. Policies on grade-level assignment at the secondary level vary by district. Retention practices in Grades 7 and 8 may be like those in elementary school or like those in high school, depending on local school district policies.

In 2011-12, the retention rate for Grades 7-12 was 4.7 percent, a percentage point decrease from 2010-11 (Table 3). Across secondary grades, Grade 9 continued to have the highest retention rate (10.0%) (Figure 3). The lowest retention rate was in Grade 8 (0.8%). In 2011-12, retention rates increased from the previous year for Grades 9, 10, and 11, decreased for Grades 8 and 12, and remained the same in Grade 7.

Figure 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2010-11 and 2011-12

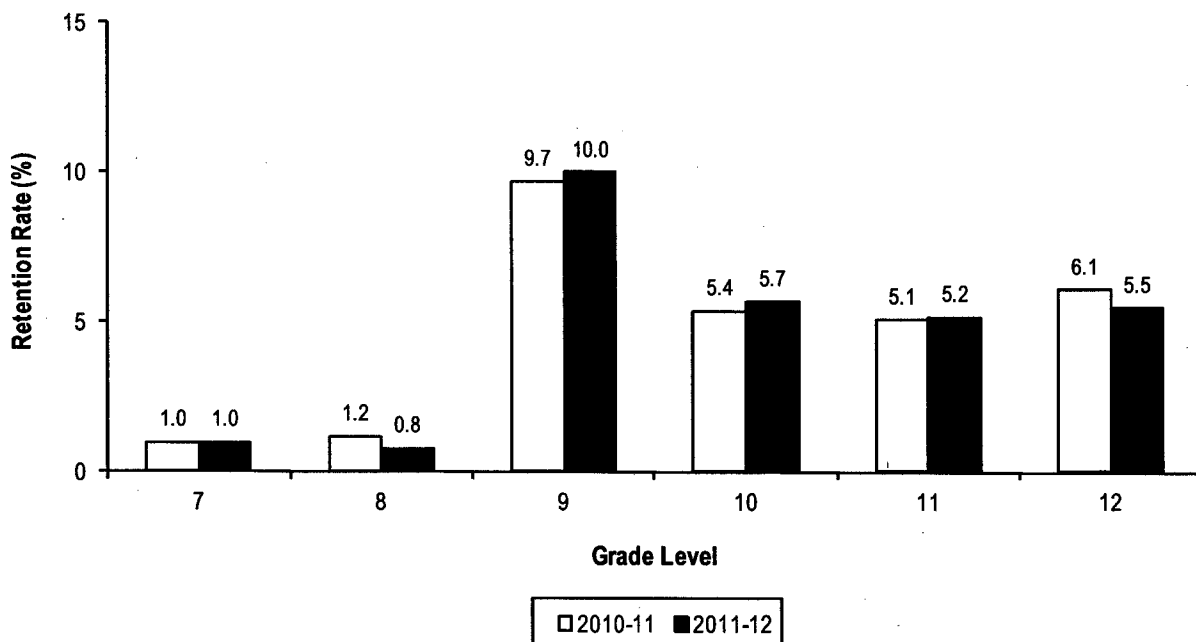


Table 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2001-02 Through 2011-12

Year	7		8		9		10	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	6,959	2.2	5,642	1.9	57,761	16.9	22,726	8.2
2002-03	7,489	2.3	5,926	1.9	57,197	16.4	24,751	8.8
2003-04	7,372	2.3	6,099	1.9	58,252	16.5	24,621	8.5
2004-05	7,710	2.3	5,969	1.8	58,605	16.2	25,399	8.7
2005-06	7,313	2.2	5,839	1.8	60,726	16.5	26,232	8.7
2006-07	5,663	1.7	4,943	1.5	57,213	15.4	25,242	8.3
2007-08	5,052	1.5	6,323	1.9	54,831	14.7	22,214	7.2
2008-09	4,267	1.3	5,165	1.5	45,016	12.3	21,125	6.8
2009-10	3,712	1.1	4,503	1.3	40,200	10.8	18,436	5.9
2010-11	3,513	1.0	4,164	1.2	36,243	9.7	17,303	5.4
2011-12	3,618	1.0	2,900	0.8	37,250	10.0	18,720	5.7

Year	11		12		Total 7-12	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	13,763	5.8	10,677	4.6	117,528	6.9
2002-03	13,643	5.6	11,356	4.7	120,362	6.9
2003-04	13,643	5.5	11,254	4.5	121,241	6.8
2004-05	14,658	5.7	12,018	4.9	124,359	6.9
2005-06	15,982	6.1	16,828	6.6	132,920	7.2
2006-07	15,800	5.9	19,342	7.5	128,203	6.9
2007-08	15,530	5.7	21,524	8.0	125,474	6.6
2008-09	15,855	5.6	22,050	7.8	113,478	5.9
2009-10	15,916	5.4	20,155	6.8	102,922	5.2
2010-11	15,046	5.1	18,516	6.1	94,785	4.8
2011-12	15,830	5.2	16,709	5.5	95,027	4.7

Grade-Level Retention by Race/Ethnicity

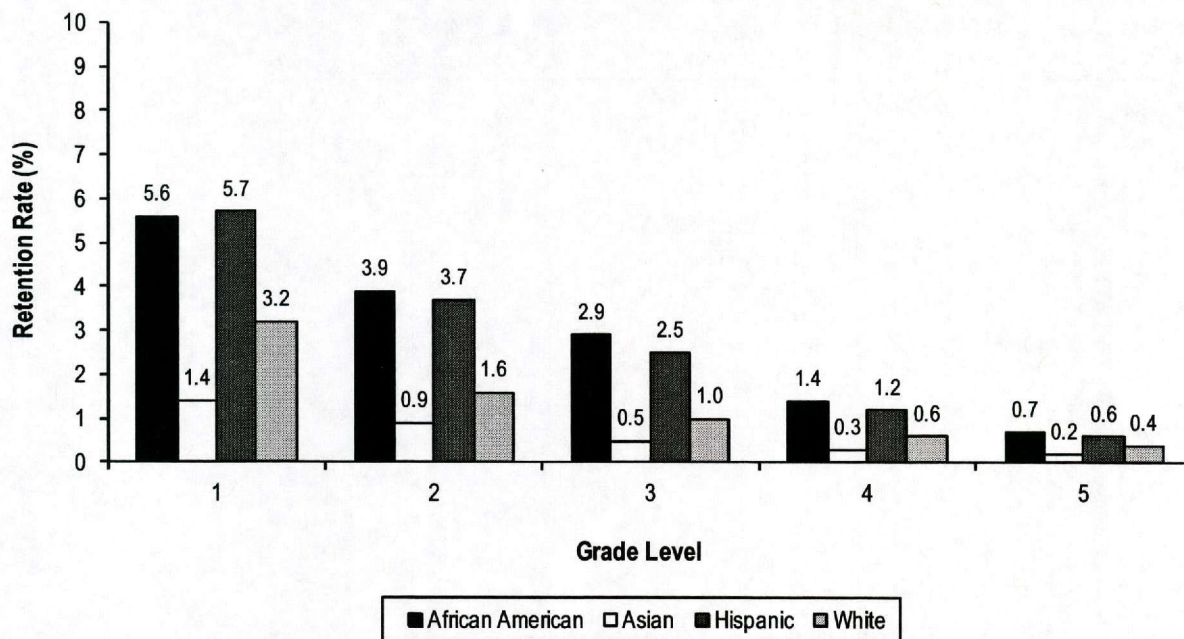
Elementary Grades

In 2011-12, African American and Hispanic students had higher retention rates than their Asian counterparts in every elementary grade and higher retention rates than their White and multiracial counterparts in every elementary grade except kindergarten (Table 4). African American and Hispanic students were at least twice as likely to be retained as Asian students in Grades 1-6 and White students in Grades 2, 3, and 4 (Figure 4 and Table 4).

Among non-Hispanic multiracial students, retention rates for the three groups with the largest numbers of students were 2.3 percent for students identified as White and African American, 1.8 percent for students identified as White and American Indian, and 0.9 percent for students identified as White and Asian.

Among Hispanic students in the elementary grades, the retention rate was highest for African Americans and Whites—2.5 percent (Table 5 on page 21). Among multiracial Hispanic students in the elementary grades, retention rates for the three groups with the largest numbers of students were 2.0 percent for students identified as White and African American, 2.3 percent for students identified as White and American Indian, and 1.3 percent for students identified as White and Asian.

Figure 4
Grade-Level Retention, Grades 1-5, by Race/Ethnicity, Texas Public Schools, 2011-12



Note. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity.

Table 4
Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, Texas Public Schools, 2008-09 Through 2011-12

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
2008-09	1,372	2.9	46	3.6	n/a ^a	n/a	5,313	2.9	n/a	n/a
2009-10	1,157	2.7	57	3.7	159	1.3	5,132	2.7	16	3.7
2010-11	1,119	2.5	74	4.7	177	1.4	5,000	2.6	9	1.9
2011-12	1,011	2.2	38	2.2	153	1.2	4,808	2.4	14	2.9
Grade 1										
2008-09	3,404	6.8	74	5.5	n/a	n/a	12,921	6.8	n/a	n/a
2009-10	2,794	6.1	93	5.8	222	1.7	12,045	6.1	16	3.7
2010-11	2,806	6.1	78	5.0	188	1.4	12,243	6.1	20	4.3
2011-12	2,621	5.6	89	5.9	187	1.4	11,636	5.7	27	5.4
Grade 2										
2008-09	1,929	3.9	40	3.2	n/a	n/a	7,200	3.9	n/a	n/a
2009-10	1,732	3.8	39	2.3	166	1.3	7,021	3.7	11	2.6
2010-11	1,737	3.8	42	2.8	134	1.0	7,063	3.6	7	1.5
2011-12	1,793	3.9	48	3.3	117	0.9	7,245	3.7	13	3.0
Grade 3										
2008-09	1,555	3.1	22	1.9	n/a	n/a	5,476	3.1	n/a	n/a
2009-10	1,350	2.9	-	1.9	94	0.7	4,711	2.5	-	1.0
2010-11	1,320	2.9	25	1.6	66	0.5	4,302	2.3	8	1.9
2011-12	1,352	2.9	18	1.3	71	0.5	4,783	2.5	13	2.9
Grade 4										
2008-09	756	1.6	13	1.1	n/a	n/a	2,448	1.4	n/a	n/a
2009-10	764	1.7	-	1.3	56	0.5	2,480	1.4	-	1.0
2010-11	726	1.6	-	0.6	46	0.4	2,161	1.1	6	1.4
2011-12	660	1.4	-	1.0	37	0.3	2,268	1.2	-	0.7
Grade 5										
2008-09	1,046	2.2	22	1.9	n/a	n/a	3,571	2.1	n/a	n/a
2009-10	789	1.7	25	1.4	70	0.6	2,913	1.7	7	1.8
2010-11	735	1.6	19	1.3	36	0.3	2,619	1.4	5	1.2
2011-12	311	0.7	-	0.8	29	0.2	1,128	0.6	-	0.2
Grade 6										
2008-09	540	1.1	10	0.8	n/a	n/a	1,571	1.0	n/a	n/a
2009-10	447	1.0	-	0.9	48	0.4	1,594	0.9	-	0.5
2010-11	484	1.1	-	0.7	18	0.2	1,528	0.9	-	0.2
2011-12	417	0.9	-	0.6	25	0.2	1,405	0.8	-	0.3
Total K-6										
2008-09	10,602	3.1	227	2.7	n/a	n/a	38,500	3.1	n/a	n/a
2009-10	9,033	2.8	282	2.4	815	1.0	35,896	2.8	60	2.1
2010-11	8,927	2.8	258	2.4	665	0.7	34,916	2.6	56	1.8
2011-12	8,165	2.5	230	2.2	619	0.7	33,273	2.4	72	2.3

Note. A dash (-) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available. See the section "Reporting of Race/Ethnicity" on page 9 for additional information.

continues

Table 4 (continued)
Grade-Level Retention, Grades K-6, by Grade
and Race/Ethnicity, Texas Public Schools,
2008-09 Through 2011-12

Year	White		Multiracial	
	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
2008-09	4,108	3.6	n/a ^a	n/a
2009-10	3,800	3.5	169	2.6
2010-11	3,711	3.4	181	2.8
2011-12	3,569	3.3	235	3.3
Grade 1				
2008-09	4,342	3.7	n/a	n/a
2009-10	3,745	3.3	223	3.6
2010-11	3,585	3.2	219	3.2
2011-12	3,528	3.2	226	3.3
Grade 2				
2008-09	1,961	1.7	n/a	n/a
2009-10	1,767	1.6	94	1.7
2010-11	1,805	1.6	146	2.3
2011-12	1,773	1.6	150	2.1
Grade 3				
2008-09	1,243	1.0	n/a	n/a
2009-10	1,053	0.9	63	1.1
2010-11	1,075	1.0	68	1.1
2011-12	1,123	1.0	120	1.8
Grade 4				
2008-09	713	0.6	n/a	n/a
2009-10	617	0.5	47	0.8
2010-11	622	0.6	39	0.7
2011-12	621	0.6	46	0.7
Grade 5				
2008-09	1,033	0.9	n/a	n/a
2009-10	856	0.8	53	1.0
2010-11	776	0.7	40	0.7
2011-12	498	0.4	24	0.4
Grade 6				
2008-09	644	0.5	n/a	n/a
2009-10	562	0.5	23	0.4
2010-11	532	0.5	20	0.4
2011-12	587	0.5	37	0.6
Total K-6				
2008-09	14,044	1.7	n/a	n/a
2009-10	12,400	1.6	672	1.7
2010-11	12,106	1.6	713	1.7
2011-12	11,699	1.5	838	1.8

Note. A dash (-) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available. See the section "Reporting of Race/Ethnicity" on page 9 for additional information.

Table 5
Grade-Level Retention, Grades K-6, Hispanic Students by Grade and Race, Texas Public Schools, 2011-12

Race	All students	Retained	Rate (%)	Race	All students	Retained	Rate (%)
Kindergarten				Grade 4			
All Hispanic	197,226	4,808	2.4	All Hispanic	190,490	2,268	1.2
African American	3,828	77	2.0	African American	2,726	34	1.2
American Indian	42,552	996	2.3	American Indian	52,056	624	1.2
Asian	811	14	1.7	Asian	660	5	0.8
Pacific Islander	524	11	2.1	Pacific Islander	353	9	2.5
White	144,522	3,587	2.5	White	128,832	1,533	1.2
Multiracial	4,989	123	2.5	Multiracial	5,863	63	1.1
Grade 1				Grade 5			
All Hispanic	204,562	11,636	5.7	All Hispanic	190,545	1,128	0.6
African American	3,625	208	5.7	African American	2,575	20	0.8
American Indian	50,953	2,559	5.0	American Indian	52,140	361	0.7
Asian	805	20	2.5	Asian	<700	-	0.3
Pacific Islander	528	30	5.7	Pacific Islander	<400	-	0.8
White	142,182	8,513	6.0	White	129,057	705	0.5
Multiracial	6,469	306	4.7	Multiracial	5,731	37	0.6
Grade 2				Grade 6			
All Hispanic	198,394	7,245	3.7	All Hispanic	185,317	1,405	0.8
African American	3,119	108	3.5	African American	2,518	20	0.8
American Indian	52,705	1,881	3.6	American Indian	49,556	384	0.8
Asian	711	14	2.0	Asian	<650	-	0.8
Pacific Islander	436	18	4.1	Pacific Islander	<400	-	0.5
White	134,940	5,037	3.7	White	126,601	957	0.8
Multiracial	6,483	187	2.9	Multiracial	5,644	37	0.7
Grade 3				Total K-6			
All Hispanic	194,193	4,783	2.5	All Hispanic	1,360,727	33,273	2.4
African American	2,964	61	2.1	African American	21,355	528	2.5
American Indian	52,976	1,310	2.5	American Indian	352,938	8,115	2.3
Asian	721	6	0.8	Asian	4,995	66	1.3
Pacific Islander	380	8	2.1	Pacific Islander	2,974	81	2.7
White	130,843	3,273	2.5	White	936,977	23,605	2.5
Multiracial	6,309	125	2.0	Multiracial	41,488	878	2.1

Note. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

Grade-Level Retention by Race/Ethnicity

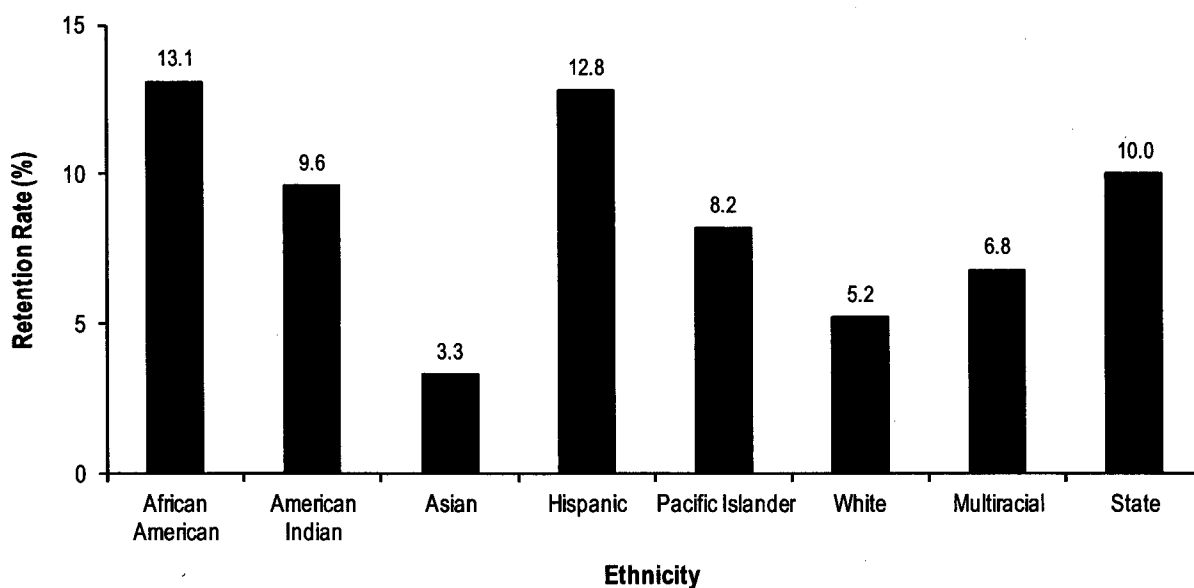
Secondary Grades

In 2011-12, retention rates for African American and Hispanic students were higher than those for Asian, White, and multiracial students in every secondary grade (Figure 5 and Table 6). African American and Hispanic students were at least three times as likely to be retained as Asian students in Grades 7-11 and at least twice as likely to be retained as White students in Grades 9-11. Rates of retention were highest in Grade 9 for all ethnic groups except Asians, whose highest rates were in Grades 9 and 12.

Among multiracial students, retention rates for the three groups with the largest numbers of students were 4.1 percent for students identified as White and African American, 3.2 percent for students identified as White and American Indian, and 1.4 percent for students identified as White and Asian.

Among Hispanic students in the secondary grades, retention rates were highest for Whites (6.0%) and American Indians (5.9%) (Table 7 on page 25). Among multiracial Hispanic students in the secondary grades, retention rates for the three groups with the largest numbers of students were 5.1 percent for students identified as White and African American, 5.3 percent for students identified as White and American Indian, and 2.3 percent for students identified as White and Asian.

Figure 5
Grade-Level Retention, Grade 9, by Race/Ethnicity, Texas Public Schools, 2011-12



Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Table 6
Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, Texas Public Schools,
2008-09 Through 2011-12

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
2008-09	773	1.6	14	1.2	n/a ^a	n/a	2,463	1.5	n/a	n/a
2009-10	632	1.4	–	1.4	40	0.3	2,159	1.3	–	0.7
2010-11	642	1.4	–	1.1	21	0.2	2,109	1.2	–	1.0
2011-12	<650	1.4	–	0.6	20	0.2	2,132	1.2	–	1.4
Grade 8										
2008-09	842	1.7	24	2.0	n/a	n/a	3,184	2.0	n/a	n/a
2009-10	746	1.7	–	1.1	78	0.7	2,692	1.6	–	0.8
2010-11	668	1.5	–	1.6	54	0.4	2,490	1.5	–	0.5
2011-12	<450	0.9	–	1.2	23	0.2	1,701	1.0	–	0.5
Grade 9										
2008-09	8,225	15.0	145	11.6	n/a	n/a	27,841	16.2	n/a	n/a
2009-10	7,042	13.8	270	12.9	669	5.5	25,048	13.8	42	9.3
2010-11	6,489	13.1	169	9.4	600	4.6	22,753	12.4	39	9.0
2011-12	6,481	13.1	169	9.6	444	3.3	23,692	12.8	40	8.2
Grade 10										
2008-09	4,312	9.4	79	6.9	n/a	n/a	11,822	8.8	n/a	n/a
2009-10	3,597	8.4	100	6.2	233	2.2	10,399	7.3	15	3.6
2010-11	3,346	7.8	96	5.7	211	1.8	9,974	6.7	22	5.4
2011-12	3,431	8.1	90	5.9	234	1.9	11,053	7.1	19	4.6
Grade 11										
2008-09	3,017	7.4	43	4.3	n/a	n/a	9,155	7.7	n/a	n/a
2009-10	3,033	7.6	62	4.3	212	2.1	9,107	7.0	21	5.5
2010-11	2,774	7.1	76	5.2	200	1.9	8,987	6.7	22	5.3
2011-12	2,802	7.1	78	5.1	250	2.1	9,634	6.8	29	7.4
Grade 12										
2008-09	3,509	9.0	63	6.3	n/a	n/a	13,264	11.5	n/a	n/a
2009-10	3,071	7.8	108	7.0	373	3.6	12,077	9.4	26	6.8
2010-11	2,828	6.9	72	4.9	374	3.5	10,953	8.1	26	6.0
2011-12	2,527	6.3	74	5.0	368	3.3	9,904	7.1	27	6.5
Total 7-12										
2008-09	20,678	7.5	368	5.4	n/a	n/a	67,729	7.9	n/a	n/a
2009-10	18,121	6.9	584	5.8	1,605	2.4	61,482	6.7	110	4.5
2010-11	16,747	6.3	459	4.7	1,460	2.1	57,266	6.1	115	4.6
2011-12	16,320	6.2	440	4.6	1,339	1.8	58,116	5.9	123	4.8

Note. A dash (–) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available. See the section "Reporting of Race/Ethnicity" on page 9 for additional information.

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Table 6 (continued)
Grade-Level Retention, Grades 7-12, by Grade
and Race/Ethnicity, Texas Public Schools,
2008-09 Through 2011-12

Year	White		Multiracial	
	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
2008-09	983	0.8	n/a ^a	n/a
2009-10	810	0.7	43	0.8
2010-11	674	0.6	45	0.8
2011-12	756	0.7	48	0.8
Grade 8				
2008-09	1,043	0.9	n/a	n/a
2009-10	918	0.8	47	0.9
2010-11	878	0.8	44	0.8
2011-12	690	0.6	32	0.6
Grade 9				
2008-09	8,127	6.4	n/a	n/a
2009-10	6,788	5.7	341	6.2
2010-11	5,806	4.9	387	6.8
2011-12	6,035	5.2	389	6.8
Grade 10				
2008-09	4,594	3.9	n/a	n/a
2009-10	3,898	3.5	194	4.0
2010-11	3,437	3.1	217	4.3
2011-12	3,640	3.3	253	4.7
Grade 11				
2008-09	3,401	3.0	n/a	n/a
2009-10	3,320	3.1	161	3.9
2010-11	2,814	2.7	173	3.7
2011-12	2,855	2.7	182	3.7
Grade 12				
2008-09	4,825	4.2	n/a	n/a
2009-10	4,334	3.9	166	4.2
2010-11	4,094	3.7	169	3.9
2011-12	3,658	3.4	151	3.0
Total 7-12				
2008-09	22,973	3.2	n/a	n/a
2009-10	20,068	3.0	952	3.3
2010-11	17,703	2.6	1,035	3.4
2011-12	17,634	2.6	1,055	3.2

Note. A dash (-) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available. See the section "Reporting of Race/Ethnicity" on page 9 for additional information.

Table 7
Grade-Level Retention, Grades 7-12, Hispanic Students by Grade and Race, Texas Public Schools, 2011-12

Race	All students	Retained	Rate (%)	Race	All students	Retained	Rate (%)
Grade 7				Grade 11			
All Hispanic	180,447	2,132	1.2	All Hispanic	141,304	9,634	6.8
African American	2,499	34	1.4	African American	1,613	114	7.1
American Indian	48,224	598	1.2	American Indian	43,674	2,927	6.7
Asian	<600	–	0.3	Asian	497	21	4.2
Pacific Islander	<450	–	1.8	Pacific Islander	534	32	6.0
White	123,270	1,409	1.1	White	90,067	6,254	6.9
Multiracial	5,439	81	1.5	Multiracial	4,919	286	5.8
Grade 8				Grade 12			
All Hispanic	175,981	1,701	1.0	All Hispanic	138,547	9,904	7.1
African American	2,286	22	1.0	African American	1,544	88	5.7
American Indian	49,641	521	1.0	American Indian	41,613	2,943	7.1
Asian	<600	–	0.5	Asian	488	19	3.9
Pacific Islander	<450	–	0.9	Pacific Islander	502	36	7.2
White	118,039	1,102	0.9	White	89,613	6,517	7.3
Multiracial	5,031	49	1.0	Multiracial	4,787	301	6.3
Grade 9				Total 7-12			
All Hispanic	185,570	23,692	12.8	All Hispanic	976,989	58,116	5.9
African American	2,279	279	12.2	African American	12,165	700	5.8
American Indian	51,943	6,222	12.0	American Indian	279,068	16,454	5.9
Asian	593	41	6.9	Asian	3,278	106	3.2
Pacific Islander	493	57	11.6	Pacific Islander	2,886	173	6.0
White	124,985	16,547	13.2	White	649,596	39,145	6.0
Multiracial	5,277	546	10.3	Multiracial	29,996	1,538	5.1
Grade 10							
All Hispanic	155,140	11,053	7.1				
African American	1,944	163	8.4				
American Indian	43,973	3,243	7.4				
Asian	566	20	3.5				
Pacific Islander	492	36	7.3				
White	103,622	7,316	7.1				
Multiracial	4,543	275	6.1				

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

Grade-Level Retention by Gender

Elementary Grades

Across elementary grades and genders, retention rates were highest for male first graders (5.6%) and lowest for female fifth and sixth graders (0.4% each) in 2011-12 (Figure 6 and Table 8). The retention rate for males was higher than that for females in every elementary grade. In Grade 6, more than twice as many males were retained as females.

Figure 6
Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2011-12

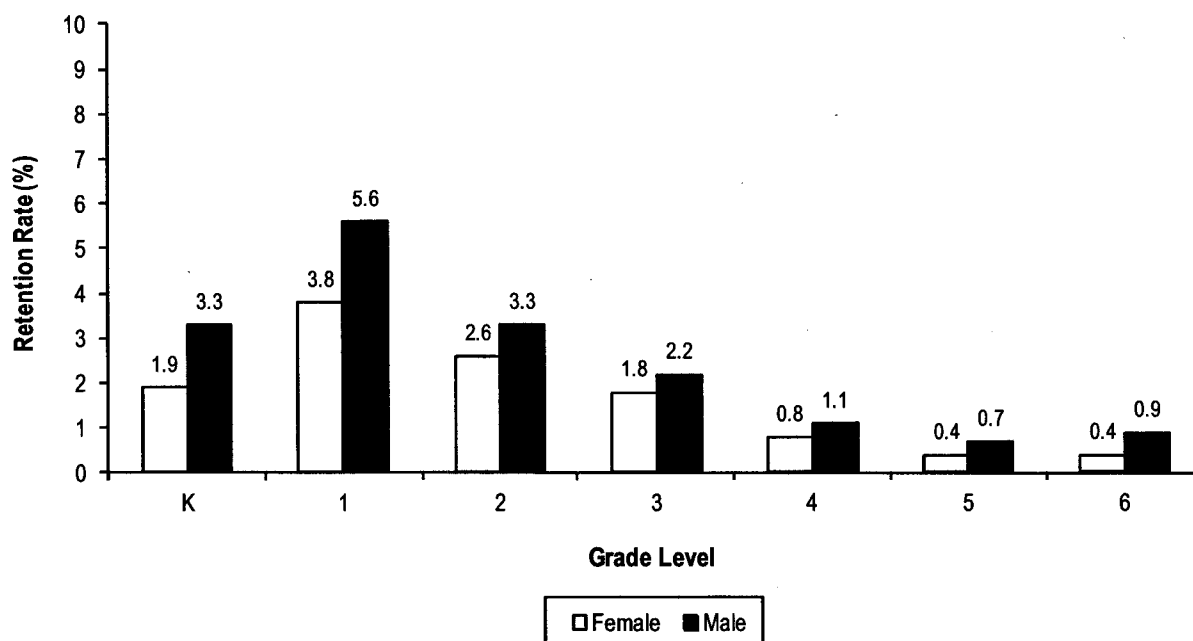


Table 8
Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2011-12

	Grade													
	K		1		2		3		4		5		6	
Gender	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	3,399	1.9	7,101	3.8	4,769	2.6	3,276	1.8	1,480	0.8	745	0.4	760	0.4
Male	6,429	3.3	11,213	5.6	6,370	3.3	4,204	2.2	2,170	1.1	1,259	0.7	1,721	0.9

Secondary Grades

As in the elementary grades, males had a higher retention rate than females in every secondary grade (Figure 7 and Table 9). The retention rates for males and females were highest in ninth grade (12.2% and 7.6%, respectively) and lowest in eighth grade (1.0% and 0.6%, respectively).

Figure 7
Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2011-12

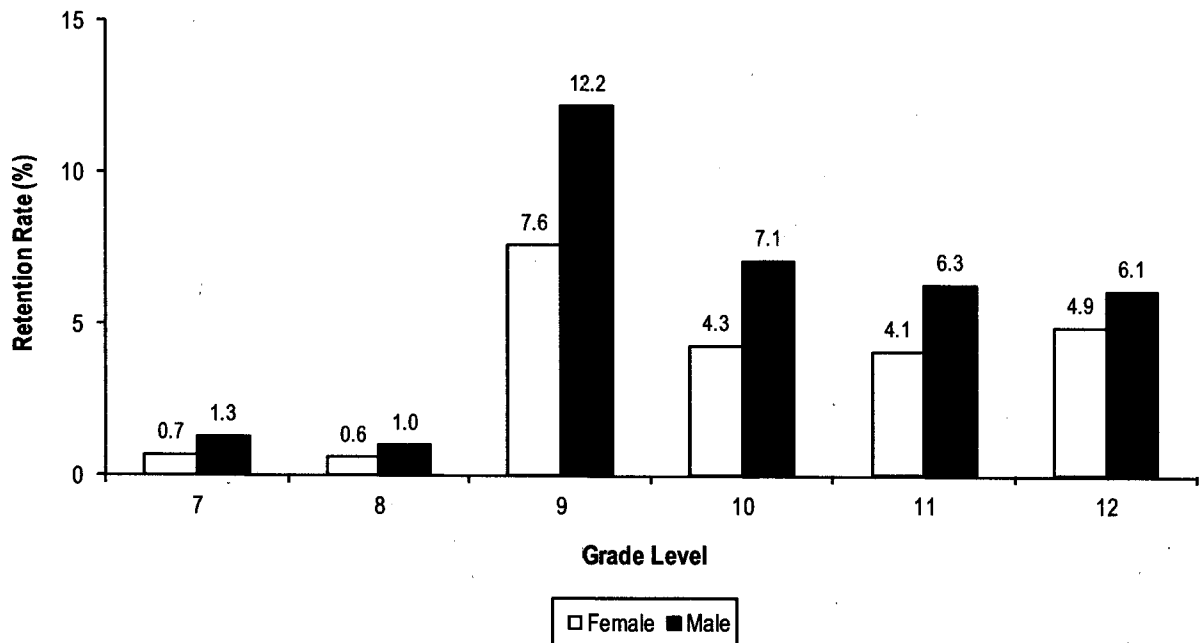


Table 9
Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2011-12

	Grade											
	7		8		9		10		11		12	
Gender	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	1,166	0.7	1,027	0.6	13,667	7.6	6,869	4.3	6,086	4.1	7,405	4.9
Male	2,452	1.3	1,873	1.0	23,583	12.2	11,851	7.1	9,744	6.3	9,304	6.1

Grade-Level Retention by Economic Status

Elementary Grades

In every elementary grade, students who were identified as economically disadvantaged had a higher retention rate in 2011-12 than students who were not identified as economically disadvantaged (Figure 8 and Table 10). Under Texas Education Agency (TEA) guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2012). The rate for economically disadvantaged students was highest in Grade 1 (6.1%), and the rate for non-economically disadvantaged students was highest in kindergarten (2.2%).

Figure 8
Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2011-12

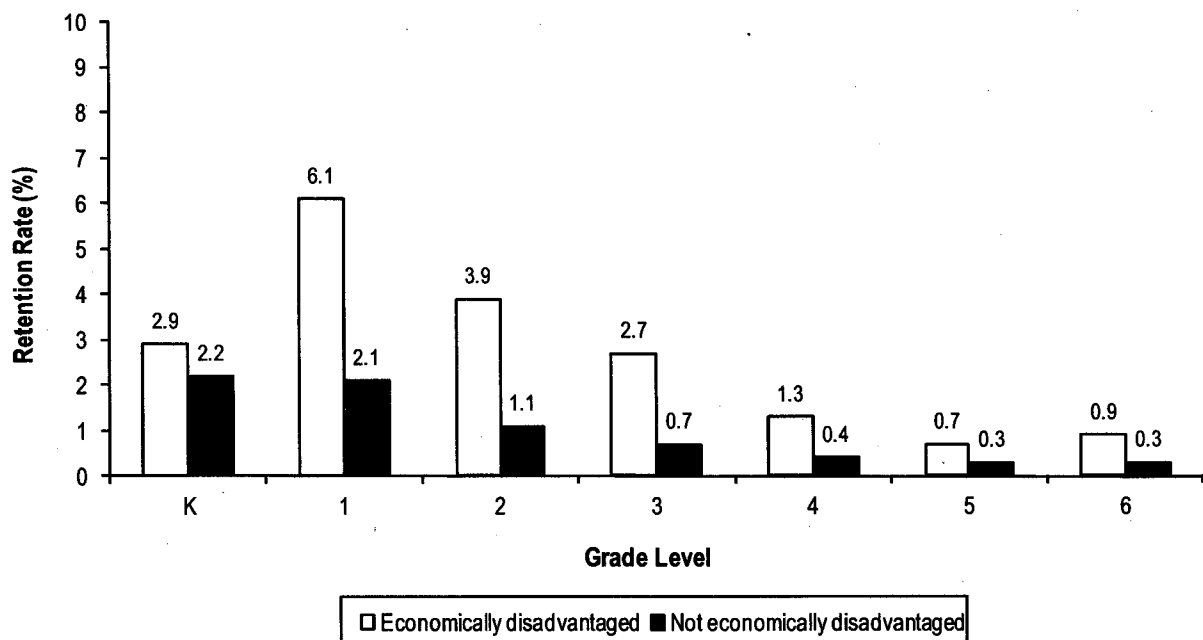


Table 10
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 2001-02 Through 2011-12

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
2001-02	5,670	3.5	4,298	3.2
2002-03	6,639	3.8	4,410	3.3
2003-04	7,049	3.9	4,635	3.4
2004-05	7,525	3.9	4,665	3.5
2005-06	7,780	3.8	4,779	3.4
2006-07	7,686	3.7	4,760	3.4
2007-08	7,006	3.4	4,451	3.1
2008-09	5,846	3.0	5,190	3.2
2009-10	5,912	2.8	4,578	3.0
2010-11	7,166	3.1	3,105	2.3
2011-12	7,041	2.9	2,787	2.2
Grade 1				
2001-02	14,397	8.1	5,697	4.1
2002-03	14,767	8.0	5,413	3.9
2003-04	15,617	8.1	5,484	4.0
2004-05	16,186	8.1	5,310	3.9
2005-06	17,047	8.1	5,493	3.9
2006-07	17,758	8.1	5,412	3.7
2007-08	16,678	7.6	5,174	3.5
2008-09	14,109	6.7	6,861	4.2
2009-10	13,133	6.0	6,005	3.8
2010-11	15,686	6.5	3,453	2.5
2011-12	15,612	6.1	2,702	2.1
Grade 2				
2001-02	8,286	4.8	2,780	2.0
2002-03	8,386	4.7	2,798	2.1
2003-04	8,906	4.9	2,742	2.0
2004-05	9,247	4.8	2,612	1.9
2005-06	9,631	4.9	2,846	2.1
2006-07	9,707	4.7	2,676	1.9
2007-08	9,397	4.4	2,735	1.9
2008-09	7,830	3.8	3,458	2.2
2009-10	7,674	3.6	3,156	2.1
2010-11	9,067	3.9	1,867	1.3
2011-12	9,640	3.9	1,499	1.1
Grade 3				
2001-02	5,859	3.4	1,777	1.3
2002-03	7,009	4.0	1,915	1.4
2003-04	6,395	3.6	1,801	1.3

continues

Table 10 (continued)
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 2001-02 Through 2011-12

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2004-05	8,388	4.5	1,978	1.5
2005-06	7,815	4.0	1,943	1.4
2006-07	7,514	3.8	1,928	1.4
2007-08	7,091	3.5	1,827	1.2
2008-09	5,929	2.9	2,489	1.5
2009-10	5,146	2.4	2,161	1.4
2010-11	5,726	2.5	1,138	0.8
2011-12	6,487	2.7	993	0.7
Grade 4				
2001-02	2,977	1.8	1,066	0.7
2002-03	3,727	2.1	1,116	0.8
2003-04	3,889	2.2	1,258	0.9
2004-05	4,393	2.4	1,237	0.9
2005-06	4,361	2.4	1,304	0.9
2006-07	4,163	2.2	1,188	0.8
2007-08	3,475	1.8	1,030	0.7
2008-09	2,676	1.4	1,308	0.8
2009-10	2,802	1.4	1,186	0.8
2010-11	2,970	1.3	639	0.5
2011-12	3,126	1.3	524	0.4
Grade 5				
2001-02	1,790	1.1	801	0.6
2002-03	2,197	1.3	912	0.6
2003-04	2,280	1.3	945	0.7
2004-05	8,880	5.0	2,279	1.6
2005-06	6,980	3.7	1,911	1.4
2006-07	5,749	3.1	1,539	1.1
2007-08	5,203	2.7	1,543	1.0
2008-09	3,943	2.1	1,792	1.1
2009-10	3,343	1.7	1,370	0.9
2010-11	3,507	1.6	723	0.5
2011-12	1,608	0.7	396	0.3
Grade 6				
2001-02	3,079	2.0	1,335	0.9
2002-03	3,299	2.0	1,264	0.8
2003-04	3,513	2.0	1,282	0.9
2004-05	3,666	2.1	1,235	0.8
2005-06	3,017	1.7	1,049	0.7
2006-07	2,768	1.5	1,048	0.7
2007-08	2,231	1.3	861	0.6

continues

Table 10 (continued)
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 2001-02 Through 2011-12

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2008-09	1,708	1.0	1,084	0.7
2009-10	1,705	0.9	987	0.6
2010-11	2,089	1.0	505	0.3
2011-12	2,011	0.9	470	0.3
Total K-6				
2001-02	42,058	3.6	17,754	1.8
2002-03	46,024	3.8	17,828	1.8
2003-04	47,649	3.8	18,147	1.9
2004-05	58,285	4.5	19,316	2.0
2005-06	56,631	4.2	19,325	2.0
2006-07	55,345	4.0	18,551	1.9
2007-08	51,171	3.6	17,621	1.7
2008-09	42,041	3.1	22,182	2.0
2009-10	39,715	2.7	19,443	1.8
2010-11	46,211	2.9	11,430	1.2
2011-12	45,525	2.7	9,371	1.0

Grade-Level Retention by Economic Status

Secondary Grades

In every secondary grade, students who were identified as economically disadvantaged had a higher retention rate in 2011-12 than students who were not identified as economically disadvantaged (Figure 9 and Table 11). The retention rate for each economic group was highest in Grade 9.

Figure 9
Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2011-12

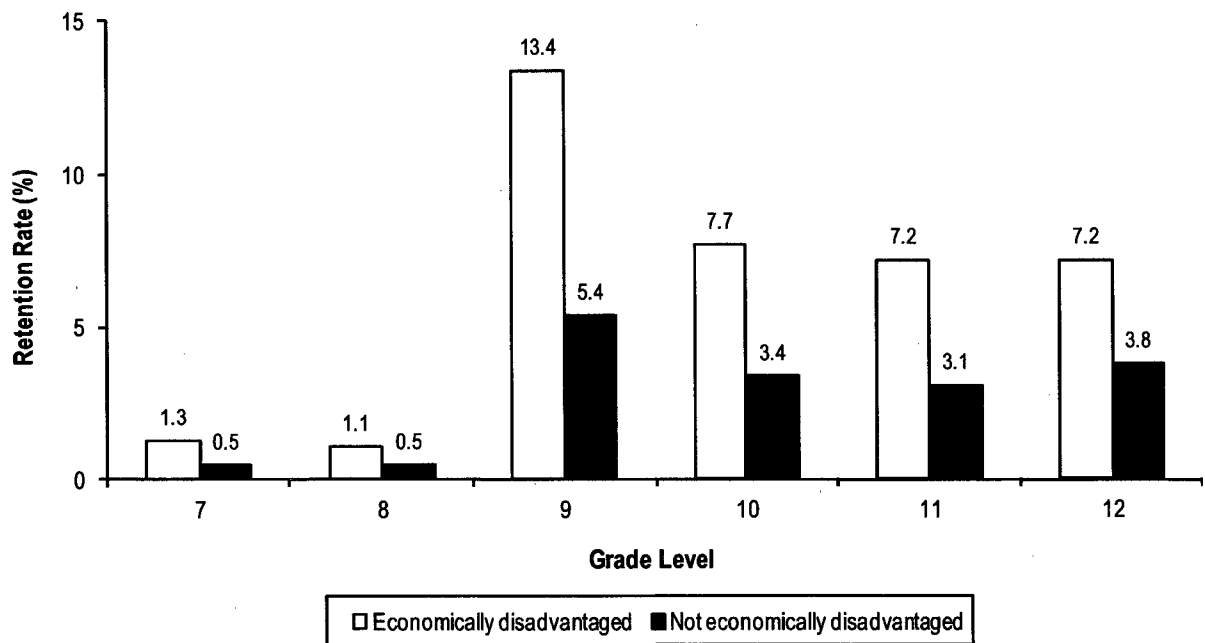


Table 11
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 2001-02 Through 2011-12

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
2001-02	4,689	3.1	2,270	1.4
2002-03	5,060	3.2	2,429	1.5
2003-04	5,105	3.1	2,267	1.4
2004-05	5,625	3.2	2,085	1.3
2005-06	5,311	3.0	2,002	1.3
2006-07	4,009	2.3	1,654	1.1
2007-08	3,559	2.0	1,493	1.0
2008-09	2,346	1.4	1,921	1.1
2009-10	2,106	1.1	1,606	1.0
2010-11	2,834	1.4	679	0.5
2011-12	2,933	1.3	685	0.5
Grade 8				
2001-02	3,425	2.5	2,217	1.3
2002-03	3,769	2.6	2,157	1.3
2003-04	3,886	2.5	2,213	1.3
2004-05	3,940	2.4	2,029	1.3
2005-06	3,904	2.3	1,935	1.2
2006-07	3,209	1.9	1,734	1.1
2007-08	4,287	2.6	2,036	1.3
2008-09	2,921	1.7	2,244	1.3
2009-10	2,546	1.5	1,957	1.2
2010-11	3,270	1.7	894	0.6
2011-12	2,230	1.1	670	0.5
Grade 9				
2001-02	32,447	22.4	25,314	12.9
2002-03	33,096	21.5	24,101	12.3
2003-04	34,089	21.4	24,163	12.5
2004-05	36,087	21.1	22,518	11.8
2005-06	38,122	21.1	22,604	12.0
2006-07	36,268	19.8	20,945	11.1
2007-08	35,007	18.9	19,824	10.5
2008-09	22,994	13.5	22,022	11.2
2009-10	21,150	11.6	19,050	10.0
2010-11	27,044	13.1	9,199	5.6
2011-12	28,686	13.4	8,564	5.4
Grade 10				
2001-02	11,411	11.4	11,315	6.4
2002-03	13,170	12.1	11,581	6.7
2003-04	13,358	11.5	11,263	6.5

continues

Table 11 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 2001-02 Through 2011-12

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2004-05	14,317	11.8	11,082	6.5
2005-06	15,007	11.6	11,225	6.5
2006-07	14,640	10.9	10,602	6.2
2007-08	12,899	9.5	9,315	5.4
2008-09	10,219	7.6	10,906	6.2
2009-10	9,050	6.4	9,386	5.5
2010-11	11,939	7.3	5,364	3.4
2011-12	13,469	7.7	5,251	3.4
Grade 11				
2001-02	6,178	8.1	7,585	4.7
2002-03	6,486	7.9	7,157	4.4
2003-04	6,697	7.6	6,946	4.4
2004-05	7,646	7.9	7,012	4.4
2005-06	8,762	8.6	7,220	4.5
2006-07	8,566	8.1	7,234	4.5
2007-08	8,681	7.8	6,849	4.2
2008-09	7,795	6.7	8,060	4.8
2009-10	8,101	6.3	7,815	4.7
2010-11	10,131	7.1	4,915	3.2
2011-12	11,157	7.2	4,673	3.1
Grade 12				
2001-02	4,458	6.7	6,219	3.8
2002-03	5,000	6.6	6,356	3.8
2003-04	5,196	6.4	6,058	3.6
2004-05	6,030	7.0	5,988	3.7
2005-06	9,145	10.1	7,683	4.7
2006-07	10,688	11.7	8,654	5.2
2007-08	11,804	11.9	9,720	5.7
2008-09	11,204	10.3	10,846	6.3
2009-10	10,461	8.5	9,694	5.6
2010-11	11,592	8.1	6,924	4.3
2011-12	10,638	7.2	6,071	3.8
Total 7-12				
2001-02	62,608	9.3	54,920	5.3
2002-03	66,581	9.2	53,781	5.2
2003-04	68,331	8.9	52,910	5.2
2004-05	73,645	9.1	50,714	5.1
2005-06	80,251	9.4	52,669	5.3
2006-07	77,380	9.0	50,823	5.1
2007-08	76,237	8.7	49,237	4.9

continues

Table 11 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 2001-02 Through 2011-12

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2008-09	57,479	6.6	55,999	5.3
2009-10	53,414	5.7	49,508	4.8
2010-11	66,810	6.3	27,975	3.0
2011-12	69,113	6.2	25,914	2.9

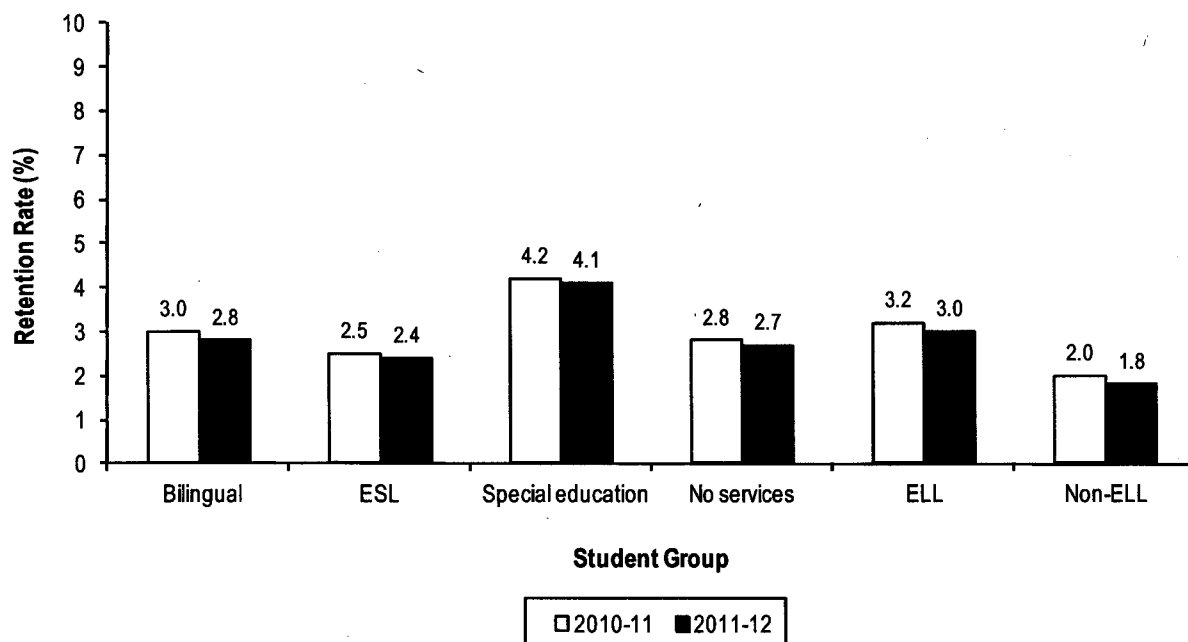
Grade-Level Retention by English Language Learner Status

Elementary Grades

Texas students with limited English proficiency learn English at the same time they learn reading and other language arts skills. Depending on grade level and program availability, most students identified as English language learners (ELLs) are enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053, 2011). ELLs participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in 2011-12, about 94 percent of all ELLs in the elementary grades participated in bilingual or ESL programs.

In 2011-12, ELLs overall had a higher rate of retention than non-ELLs in every elementary grade except kindergarten (Table 12). In Grades K-6 combined, retention rates in 2011-12 for ELLs receiving bilingual or special education services (2.8% and 4.1%, respectively) were higher than the rate for ELLs not receiving services (2.7%) (Figure 10).

Figure 10
Grade-Level Retention, Grades K-6, by English Language Learner Status and Service Received, Texas Public Schools, 2010-11 and 2011-12



Note. ESL = English as a second language. ELL = English language learner.

Table 12
Grade-Level Retention, Grades K-6, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2001-02 Through 2011-12

Year	Services received by retained ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten												
2001-02	876	1.8	536	3.3	30	8.3	88	2.1	1,530	2.2	8,438	3.7
2002-03	1,089	2.2	649	3.7	43	8.7	81	2.0	1,862	2.6	9,187	3.9
2003-04	1,194	2.3	627	3.8	110	12.3	68	1.9	2,545	3.1	9,139	3.9
2004-05	1,238	2.2	642	3.7	125	13.1	71	2.0	2,643	3.1	9,547	4.0
2005-06	1,295	2.2	741	4.0	146	14.6	69	2.0	2,882	3.1	9,677	3.9
2006-07	1,274	2.0	639	3.3	110	11.5	81	2.1	2,686	2.8	9,760	3.9
2007-08	1,246	1.9	598	3.1	135	13.9	83	2.0	2,636	2.7	8,821	3.5
2008-09	1,226	1.8	575	2.8	115	12.5	68	1.8	2,433	2.4	8,603	3.4
2009-10	1,231	1.8	574	2.8	101	11.4	65	1.8	2,393	2.3	8,097	3.1
2010-11	1,204	1.7	543	2.7	109	11.7	53	1.6	2,348	2.3	7,923	3.0
2011-12	1,098	1.5	556	2.7	83	9.2	51	1.6	2,206	2.1	7,622	2.8
Grade 1												
2001-02	3,610	7.2	1,201	6.9	71	10.5	352	7.1	5,234	7.2	14,860	6.1
2002-03	3,700	7.1	1,228	6.4	73	10.9	325	6.4	5,326	6.9	14,854	6.1
2003-04	3,817	7.0	1,363	7.2	166	13.5	332	7.2	7,019	8.0	14,082	5.8
2004-05	4,076	7.3	1,255	6.5	196	15.2	328	6.7	7,147	8.0	14,349	5.8
2005-06	4,123	7.0	1,296	6.5	185	15.6	310	6.3	7,387	7.9	15,153	5.9
2006-07	4,300	6.7	1,202	5.7	161	14.1	378	7.6	7,321	7.4	15,849	6.0
2007-08	4,270	6.3	1,195	5.5	170	13.8	312	6.0	7,155	6.9	14,697	5.5
2008-09	4,185	6.0	1,149	5.2	133	12.4	361	6.7	6,861	6.5	14,109	5.3
2009-10	3,910	5.5	1,051	4.6	130	12.2	299	5.8	6,396	5.9	12,742	4.7
2010-11	3,992	5.5	1,073	4.7	98	9.2	272	5.5	6,391	5.9	12,748	4.7
2011-12	3,894	5.2	1,099	4.8	132	11.9	243	5.4	6,236	5.7	12,078	4.4
Grade 2												
2001-02	2,356	5.1	801	4.7	28	3.6	208	4.1	3,393	4.9	7,673	3.2
2002-03	2,468	5.2	830	4.6	37	4.5	169	3.4	3,504	4.9	7,680	3.2
2003-04	2,511	5.1	963	5.2	75	5.8	174	3.9	4,529	5.6	7,119	3.0
2004-05	2,631	5.0	878	4.6	78	5.7	192	3.9	4,613	5.4	7,246	3.0
2005-06	2,717	5.0	863	4.4	67	5.0	187	3.6	4,718	5.4	7,759	3.1
2006-07	2,831	4.9	844	4.1	82	6.4	235	4.4	4,708	5.2	7,675	3.0
2007-08	2,734	4.4	751	3.6	85	6.9	192	3.6	4,530	4.7	7,602	2.9
2008-09	2,734	4.2	751	3.4	62	5.3	178	3.3	4,336	4.3	6,952	2.6
2009-10	2,639	3.9	701	3.2	64	5.8	197	3.5	4,189	4.1	6,641	2.5
2010-11	2,667	3.9	693	3.1	58	4.9	192	3.5	4,135	4.0	6,799	2.5
2011-12	2,714	3.9	669	3.0	69	5.8	194	3.8	4,174	4.0	6,965	2.6

^aEnglish language learner. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

continues

Table 12 (continued)
Grade-Level Retention, Grades K-6, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2001-02 Through 2011-12

Year	Services received by retained ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 3												
2001-02	1,685	4.1	525	3.3	30	3.0	122	2.6	2,362	3.8	5,274	2.1
2002-03	2,173	5.0	713	4.1	19	2.0	153	3.3	3,058	4.6	5,866	2.4
2003-04	1,880	4.4	759	4.3	56	3.6	122	3.0	3,400	4.6	4,796	2.0
2004-05	2,763	6.1	859	4.8	52	3.2	154	3.7	4,524	5.9	5,842	2.4
2005-06	2,421	4.9	782	4.2	54	3.4	177	3.9	4,146	5.1	5,612	2.2
2006-07	2,355	4.5	767	4.0	55	3.7	136	2.8	3,850	4.6	5,592	2.2
2007-08	2,074	3.7	696	3.5	63	4.7	156	3.1	3,474	3.9	5,444	2.1
2008-09	2,067	3.4	636	3.0	37	2.9	168	3.1	3,373	3.6	5,045	1.9
2009-10	1,843	3.0	462	2.1	40	3.1	116	2.2	2,898	3.0	4,409	1.6
2010-11	1,648	2.6	385	1.8	31	2.3	125	2.2	2,533	2.6	4,331	1.6
2011-12	1,873	2.9	472	2.2	24	1.7	137	2.6	2,853	2.9	4,627	1.7
Grade 4												
2001-02	691	2.5	248	2.0	8	0.8	69	2.3	1,016	2.3	3,027	1.1
2002-03	933	3.1	328	2.4	11	1.0	73	2.4	1,345	2.8	3,498	1.3
2003-04	927	3.1	331	2.6	23	1.5	57	2.7	1,732	3.3	3,415	1.3
2004-05	1,072	3.5	365	3.1	38	2.3	47	2.5	1,945	3.5	3,685	1.4
2005-06	1,042	3.2	382	3.0	35	2.2	54	2.4	1,949	3.4	3,716	1.4
2006-07	1,048	2.9	306	2.2	26	1.7	52	2.3	1,763	3.0	3,588	1.3
2007-08	936	2.3	283	1.7	17	1.1	66	2.0	1,578	2.3	2,927	1.1
2008-09	816	1.8	257	1.4	15	1.2	57	1.5	1,394	1.9	2,590	0.9
2009-10	877	1.8	256	1.4	20	1.6	54	1.3	1,451	1.9	2,537	0.9
2010-11	715	1.4	242	1.3	15	1.1	57	1.4	1,214	1.5	2,395	0.8
2011-12	751	1.4	236	1.4	11	0.8	68	1.6	1,249	1.6	2,401	0.8
Grade 5												
2001-02	301	1.5	152	1.5	29	2.5	23	0.9	505	1.5	2,086	0.8
2002-03	360	1.7	218	2.0	18	1.5	37	1.5	633	1.8	2,476	0.9
2003-04	357	1.6	242	2.0	33	2.0	26	1.4	828	1.9	2,397	0.9
2004-05	1,694	7.3	1,073	9.6	37	2.1	124	7.7	3,534	8.0	7,625	2.8
2005-06	1,396	5.5	815	6.3	33	2.0	114	6.5	2,873	5.9	6,018	2.2
2006-07	1,289	4.8	713	5.5	42	2.7	93	5.5	2,474	5.2	4,814	1.7
2007-08	1,273	4.4	489	3.9	38	2.4	70	3.8	2,202	4.5	4,544	1.6
2008-09	1,174	3.7	470	3.5	23	1.7	66	2.9	1,976	3.8	3,759	1.3
2009-10	1,035	3.1	386	2.9	21	1.7	68	3.2	1,726	3.2	2,987	1.0
2010-11	957	2.7	332	2.6	13	1.0	59	2.2	1,550	2.8	2,680	0.9
2011-12	272	0.7	149	1.1	14	1.2	26	1.0	530	0.9	1,474	0.5

^aEnglish language learner. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

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Table 12 (continued)
Grade-Level Retention, Grades K-6, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2001-02 Through 2011-12

Year	Services received by retained ELLs ^a										Retained	Rate (%)		
	Bilingual		ESL ^b		Special education		No services ^c		ELL				Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)			Retained	Rate (%)
Grade 6														
2001-02	44	1.1	478	2.6	20	1.4	64	2.7	606	2.3	3,808	1.3		
2002-03	52	1.3	469	2.6	28	2.0	78	3.2	627	2.4	3,936	1.3		
2003-04	49	1.3	586	2.6	48	2.7	43	2.6	916	2.6	3,879	1.3		
2004-05	61	1.5	657	2.6	41	2.1	68	3.8	1,039	2.7	3,862	1.4		
2005-06	44	1.2	511	2.3	39	2.0	31	2.4	822	2.4	3,244	1.1		
2006-07	49	1.1	463	2.0	39	2.1	31	2.5	723	2.1	3,093	1.1		
2007-08	48	1.0	445	1.6	29	1.8	26	1.6	688	1.8	2,494	0.9		
2008-09	44	0.8	363	1.3	16	1.2	27	1.7	572	1.4	2,220	0.7		
2009-10	51	0.9	443	1.5	21	1.8	24	1.3	647	1.6	2,045	0.7		
2010-11	31	0.6	447	1.4	19	1.7	24	1.2	621	1.5	1,973	0.6		
2011-12	37	0.6	363	1.1	12	1.1	17	0.8	505	1.2	1,976	0.6		
Total K-6														
2001-02	9,563	4.0	3,941	3.7	216	3.4	926	3.5	14,646	3.9	45,166	2.5		
2002-03	10,775	4.3	4,435	3.9	229	3.5	916	3.4	16,355	4.1	47,497	2.6		
2003-04	10,735	4.2	4,871	4.1	511	5.1	822	3.7	20,969	4.6	44,827	2.5		
2004-05	13,535	5.1	5,729	4.7	567	5.4	984	4.3	25,445	5.3	52,156	2.9		
2005-06	13,038	4.6	5,390	4.3	559	5.5	942	4.0	24,777	5.0	51,179	2.8		
2006-07	13,146	4.3	4,934	3.8	515	5.2	1,006	4.1	23,525	4.6	50,371	2.7		
2007-08	12,581	3.8	4,457	3.2	537	5.6	905	3.4	22,263	4.1	46,529	2.5		
2008-09	12,246	3.5	4,201	2.9	401	4.7	925	3.3	20,945	3.7	43,278	2.3		
2009-10	11,586	3.2	3,873	2.6	397	4.9	823	3.0	19,700	3.4	39,458	2.0		
2010-11	11,214	3.0	3,715	2.5	343	4.2	782	2.8	18,792	3.2	38,849	2.0		
2011-12	10,639	2.8	3,544	2.4	345	4.1	736	2.7	17,753	3.0	37,143	1.8		

^aEnglish language learner. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

Grade-Level Retention by English Language Learner Status

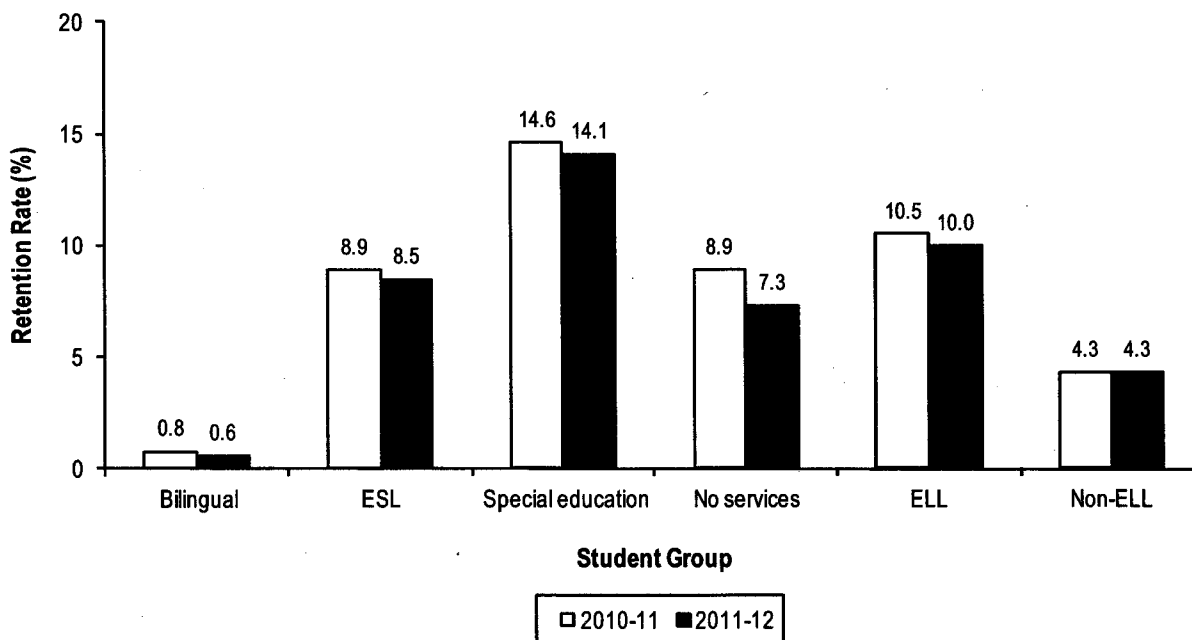
Secondary Grades

In 2011-12, the retention rate for ELLs in Grades 7-12 decreased from the previous year by 0.5 percentage points to 10.0 percent (Figure 11 and Table 13). Between 2010-11 and 2011-12, rates for ELLs decreased in Grades 8, 9, and 12, increased in Grades 10 and 11, and remained the same in Grade 7.

The retention rate in 2011-12 for non-ELLs in Grades 7-12 (4.3%) remained the same as in the previous year. Between 2010-11 and 2011-12, retention rates for non-ELLs decreased in Grades 8 and 12, increased in Grades 9 and 10, and remained the same in Grades 7 and 11. The difference in retention rates between ELLs and non-ELLs in Grades 7-12 decreased from 6.2 percentage points in 2010-11 to 5.7 percentage points in 2011-12.

Over 92 percent of ELLs in secondary school were served in ESL programs in 2011-12. In Grades 7-12, the retention rate for ELLs in ESL programs (8.5%) was higher than the rate for ELLs not receiving services (7.3%).

Figure 11
Grade-Level Retention, Grades 7-12, by English Language Learner Status and Service Received, Texas Public Schools, 2010-11 and 2011-12



Note. ESL = English as a second language. ELL = English language learner.

Table 13
Grade-Level Retention, Grades 7-12, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2001-02 Through 2011-12

Year	Services received by retained ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7												
2001-02	6	3.5	760	3.8	33	2.1	96	4.8	895	3.7	6,064	2.1
2002-03	8	4.2	706	3.6	22	1.5	90	4.6	826	3.6	6,663	2.2
2003-04	23	10.6	740	3.8	43	2.4	66	5.6	1,171	4.1	6,201	2.1
2004-05	–	3.3	860	4.0	69	3.4	86	5.8	1,339	4.3	6,371	2.2
2005-06	15	8.9	872	3.7	83	4.2	72	4.6	1,369	4.0	5,944	2.0
2006-07	–	3.0	607	2.8	83	4.3	43	4.0	948	3.4	4,715	1.6
2007-08	–	0.5	665	2.6	62	3.3	33	2.5	968	3.0	4,084	1.3
2008-09	–	1.2	465	1.7	49	3.1	26	1.7	722	2.1	3,545	1.2
2009-10	–	0.3	472	1.7	27	2.3	23	1.7	690	2.0	3,022	1.0
2010-11	–	0.4	487	1.6	23	2.1	37	2.3	691	1.9	2,822	0.9
2011-12	–	0.2	501	1.7	22	2.2	29	1.8	706	1.9	2,912	0.9
Grade 8												
2001-02	6	6.5	533	3.0	47	3.2	47	2.8	633	3.0	5,009	1.8
2002-03	8	6.7	577	3.3	44	2.9	58	3.3	687	3.2	5,239	1.8
2003-04	–	4.5	596	3.3	66	3.6	47	4.0	941	3.5	5,158	1.8
2004-05	–	2.6	510	2.8	59	2.8	43	3.3	864	3.2	5,105	1.7
2005-06	–	3.4	608	3.0	89	4.3	45	3.2	978	3.4	4,861	1.6
2006-07	0	0.0	564	2.5	92	4.5	36	2.5	898	3.1	4,045	1.3
2007-08	–	1.8	892	4.5	91	4.5	47	4.6	1,278	5.0	5,045	1.7
2008-09	0	0.0	768	3.5	54	3.2	32	2.7	1,076	3.9	4,089	1.3
2009-10	–	1.0	674	3.0	42	3.2	25	2.3	995	3.6	3,508	1.1
2010-11	–	1.6	665	3.0	26	2.7	35	3.5	911	3.4	3,253	1.0
2011-12	–	0.4	282	1.2	19	2.1	20	1.9	526	1.9	2,374	0.7
Grade 9												
2001-02	8	32.0	6,200	28.7	402	25.7	767	32.0	7,377	28.8	50,384	16.0
2002-03	–	18.2	6,188	27.3	–	24.0	634	27.0	7,200	27.1	49,997	15.5
2003-04	–	16.7	5,949	26.9	636	33.1	399	26.1	9,521	31.6	48,731	15.1
2004-05	–	10.0	5,957	27.4	735	32.2	480	29.7	10,080	30.9	48,525	14.8
2005-06	0	0.0	6,106	26.3	790	33.5	492	28.7	10,097	29.9	50,629	15.1
2006-07	–	50.0	6,064	25.2	772	31.6	488	26.5	9,478	29.0	47,735	14.1
2007-08	–	16.7	6,161	24.1	811	32.5	445	25.0	9,667	28.0	45,164	13.3
2008-09	0	0.0	4,714	20.4	611	29.7	287	23.5	7,742	25.2	37,274	11.1
2009-10	0	0.0	4,257	18.4	440	30.2	226	19.5	6,852	23.1	33,348	9.7
2010-11	0	0.0	3,993	17.0	347	28.4	192	17.6	6,332	21.2	29,911	8.8
2011-12	–	5.1	3,807	17.0	249	26.6	170	16.7	5,906	21.1	31,344	9.1

Note. A dash (–) indicates data are not reported to protect student anonymity.

^aEnglish language learner. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

continues

Table 13 (continued)
Grade-Level Retention, Grades 7-12, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2001-02 Through 2011-12

Year	Services received by retained ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 10												
2001-02	0	0.0	2,028	15.1	151	14.3	293	14.8	2,472	15.0	20,254	7.8
2002-03	-	11.1	2,252	15.1	-	13.9	291	16.4	2,695	15.2	22,056	8.3
2003-04	0	0.0	2,044	14.1	220	17.9	196	15.5	3,099	16.5	21,522	7.9
2004-05	-	33.3	1,984	14.6	243	17.0	183	16.1	3,106	16.0	22,293	8.2
2005-06	-	14.3	1,845	13.6	243	17.3	154	15.7	2,931	15.4	23,301	8.2
2006-07	0	0.0	1,835	13.0	269	17.8	175	17.4	2,769	15.1	22,473	7.9
2007-08	-	20.0	1,719	11.1	244	14.9	139	11.1	2,544	12.7	19,670	6.8
2008-09	0	0.0	1,708	10.5	213	16.4	129	12.0	2,547	12.5	18,578	6.4
2009-10	0	0.0	1,316	9.1	153	15.1	67	9.3	1,929	10.9	16,507	5.6
2010-11	0	0.0	1,133	7.9	111	14.6	74	10.4	1,688	9.8	15,615	5.1
2011-12	-	4.5	1,391	9.0	107	16.2	69	8.9	2,010	10.9	16,710	5.4
Grade 11												
2001-02	0	0.0	887	11.7	81	10.6	177	12.8	1,145	11.7	12,618	5.5
2002-03	-	28.6	896	10.3	-	9.6	161	12.1	1,135	10.5	12,508	5.4
2003-04	-	30.0	961	9.2	130	14.1	110	9.2	1,514	11.1	12,129	5.2
2004-05	-	40.0	1,080	10.7	111	9.9	108	11.1	1,729	12.0	12,929	5.4
2005-06	-	66.7	1,164	11.4	167	14.7	117	13.0	1,796	12.6	14,186	5.8
2006-07	0	0.0	1,161	11.4	150	13.2	95	12.8	1,687	13.0	14,113	5.5
2007-08	0	0.0	1,232	11.3	143	11.5	106	14.2	1,713	12.4	13,817	5.3
2008-09	0	0.0	1,355	11.4	156	13.4	88	11.3	1,928	12.9	13,927	5.2
2009-10	0	0.0	1,383	11.0	119	14.8	59	8.4	1,844	12.3	14,072	5.1
2010-11	0	0.0	1,176	10.6	97	14.8	55	10.2	1,604	12.1	13,442	4.8
2011-12	0	0.0	1,421	12.5	83	16.2	41	8.2	1,867	13.9	13,963	4.8
Grade 12												
2001-02	0	0.0	580	14.4	111	14.5	105	9.1	796	13.4	9,881	4.4
2002-03	-	75.0	627	13.5	-	15.4	145	12.0	902	13.5	10,454	4.4
2003-04	-	16.7	772	12.9	127	15.2	72	7.7	1,134	13.4	10,120	4.2
2004-05	0	0.0	957	15.5	164	15.4	95	10.2	1,414	13.6	10,604	4.5
2005-06	0	0.0	1,644	25.6	214	19.6	160	23.0	2,300	22.6	14,528	6.0
2006-07	-	33.3	2,065	31.3	240	20.0	161	27.0	2,767	30.4	16,575	6.7
2007-08	0	0.0	2,508	31.9	287	21.7	165	28.2	3,260	31.3	18,264	7.1
2008-09	0	0.0	2,603	29.8	215	18.8	161	28.2	3,330	29.6	18,720	6.9
2009-10	0	0.0	2,601	29.1	217	23.1	134	22.6	3,209	28.9	16,946	6.0
2010-11	0	0.0	2,319	25.5	188	25.3	94	18.5	2,856	25.9	15,660	5.3
2011-12	-	33.3	1,977	24.0	171	27.7	65	14.9	2,486	24.9	14,223	4.8

Note. A dash (-) indicates data are not reported to protect student anonymity.

^aEnglish language learner. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

continues

Table 13 (continued)

Grade-Level Retention, Grades 7-12, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2001-02 Through 2011-12

Year	Services received by retained ELLs ^a								ELL Retained Rate (%)	Non-ELL Retained Rate (%)		
	Bilingual		ESL ^b		Special education		No services ^c					
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)				
Total 7-12												
2001-02	20	6.4	10,988	13.0	825	11.5	1,485	14.0	13,318	13.0	104,210	6.5
2002-03	24	7.1	11,246	12.8	796	11.0	1,379	13.2	13,445	12.7	106,917	6.5
2003-04	32	9.5	11,062	12.2	1,222	14.2	890	12.2	17,380	13.8	103,861	6.3
2004-05	11	4.9	11,348	12.4	1,381	13.8	995	13.3	18,532	13.7	105,827	6.3
2005-06	23	8.1	12,239	12.6	1,586	15.7	1,040	14.3	19,471	13.9	113,449	6.6
2006-07	8	3.5	12,296	12.4	1,606	15.6	998	15.0	18,547	14.3	109,656	6.3
2007-08	5	1.6	13,177	12.6	1,638	15.5	935	14.0	19,430	14.2	106,044	6.1
2008-09	–	0.8	11,613	10.6	1,298	14.6	723	11.4	17,345	12.5	96,133	5.4
2009-10	–	0.6	10,703	9.8	998	14.9	534	9.5	15,519	11.5	87,403	4.8
2010-11	5	0.8	9,773	8.9	792	14.6	487	8.9	14,082	10.5	80,703	4.3
2011-12	6	0.6	9,379	8.5	651	14.1	394	7.3	13,501	10.0	81,526	4.3

Note. A dash (–) indicates data are not reported to protect student anonymity.

^aEnglish language learner. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

Grade-Level Retention of Special Education Students by Primary Disability

Elementary Grades

Each student receiving special education services has an individualized education program that is developed by a local admission, review, and dismissal (ARD) committee and that specifies goals and objectives for the year (19 TAC §89.1055, 2012). The student progresses to the next grade level whenever the goals and objectives are met. Retention and promotion policies and practices for students with disabilities vary across Texas districts.

ARDs assign each special education student a primary disability from 1 of 13 categories of disability (TEA, 2012). For most elementary special education students in 2011-12 (85.8%), the primary disability was in 1 of 5 categories: learning disability; speech impairment; other health impairment, such as attention deficit disorder; autism; and mental retardation (Table 14 on page 46). The same five categories accounted for most elementary special education students who were retained (88.2%).

In 2011-12, retention rates for special education students varied widely based on primary disability and grade. The results that follow are based on the five most common primary disabilities.

By grade, rates of retention were highest for students reported with other health impairments in kindergarten, students with speech impairments in Grades 1-4, and students with mental retardation in Grades 5 and 6. Rates were lowest for students with autism in Grades K-3, students with learning disabilities in Grades 4 and 5, and students with speech impairments in Grade 6.

Retention rates decreased markedly from the lower to the higher elementary grades. The difference in rates between the two largest groups, or students with learning disabilities and speech impairments, decreased from 3.8 percentage points in kindergarten to 0.2 percentage points by Grade 6 (Figure 12). The retention rate for students with learning disabilities was highest in kindergarten (12.2%), and the retention rate for students with speech impairments was highest in Grade 1 (10.9%).

Figure 12
Grade-Level Retention of Special Education Students With Learning Disabilities and With Speech Impairment as Primary Disabilities, Grades K-6, by Grade, Texas Public Schools, 2011-12

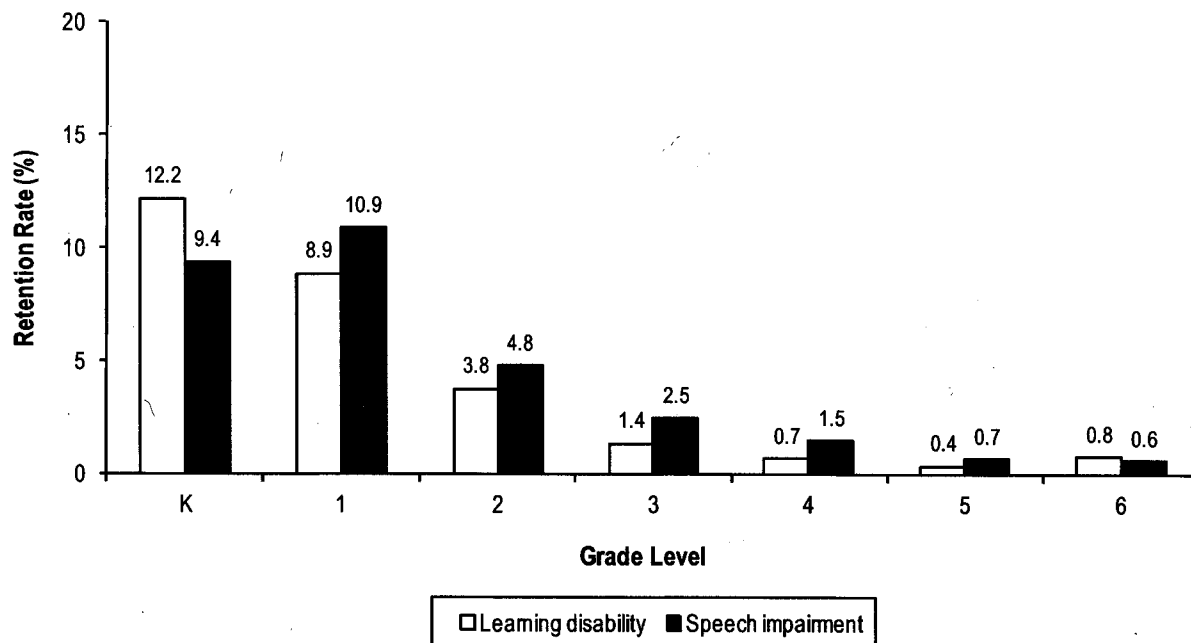


Table 14
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Learning disability			Speech impairment			Other health impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2008-09	131	886	14.8	1,714	15,631	11.0	324	2,101	15.4
2009-10	121	832	14.5	1,587	15,633	10.2	302	2,196	13.8
2010-11	74	684	10.8	1,553	16,192	9.6	303	2,177	13.9
2011-12	89	731	12.2	1,541	16,317	9.4	285	2,279	12.5
Grade 1									
2008-09	318	3,638	8.7	1,970	15,637	12.6	214	2,714	7.9
2009-10	307	3,390	9.1	1,719	14,745	11.7	216	2,943	7.3
2010-11	285	3,299	8.6	1,737	14,913	11.6	252	3,119	8.1
2011-12	303	3,388	8.9	1,633	15,015	10.9	237	3,231	7.3
Grade 2									
2008-09	239	7,097	3.4	634	12,182	5.2	132	3,226	4.1
2009-10	258	7,196	3.6	629	11,697	5.4	131	3,316	4.0
2010-11	255	7,004	3.6	595	11,563	5.1	157	3,767	4.2
2011-12	275	7,233	3.8	540	11,162	4.8	161	3,958	4.1
Grade 3									
2008-09	264	12,955	2.0	338	9,077	3.7	86	4,042	2.1
2009-10	171	12,526	1.4	238	9,014	2.6	84	4,186	2.0
2010-11	151	12,445	1.2	226	8,920	2.5	77	4,324	1.8
2011-12	166	11,673	1.4	207	8,384	2.5	86	4,674	1.8
Grade 4									
2008-09	122	15,673	0.8	63	6,220	1.0	54	4,393	1.2
2009-10	100	15,809	0.6	59	6,033	1.0	48	4,533	1.1
2010-11	87	15,960	0.5	89	6,488	1.4	44	4,779	0.9
2011-12	103	15,585	0.7	93	6,093	1.5	56	4,922	1.1
Grade 5									
2008-09	206	19,066	1.1	69	3,758	1.8	102	5,086	2.0
2009-10	126	17,792	0.7	64	3,716	1.7	77	4,752	1.6
2010-11	126	17,991	0.7	59	3,915	1.5	62	4,959	1.3
2011-12	70	18,020	0.4	25	3,836	0.7	48	5,095	0.9
Grade 6									
2008-09	176	19,614	0.9	16	1,906	0.8	64	5,199	1.2
2009-10	120	19,099	0.6	16	1,872	0.9	73	4,989	1.5
2010-11	138	18,143	0.8	16	2,192	0.7	48	4,705	1.0
2011-12	141	18,112	0.8	10	1,799	0.6	61	4,899	1.2
Grades K-6									
2008-09	1,456	78,929	1.8	4,804	64,411	7.5	976	26,761	3.6
2009-10	1,203	76,644	1.6	4,312	62,710	6.9	931	26,915	3.5
2010-11	1,116	75,526	1.5	4,275	64,183	6.7	943	27,830	3.4
2011-12	1,147	74,742	1.5	4,049	62,606	6.5	934	29,058	3.2

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 14 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Autism			Mental retardation			Emotional disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2008-09	302	2,637	11.5	200	1,373	14.6	45	412	10.9
2009-10	261	2,899	9.0	196	1,483	13.2	41	435	9.4
2010-11	324	2,939	11.0	181	1,523	11.9	23	375	6.1
2011-12	264	3,097	8.5	177	1,681	10.5	39	451	8.6
Grade 1									
2008-09	104	2,610	4.0	112	1,882	6.0	55	914	6.0
2009-10	113	3,031	3.7	107	1,984	5.4	61	905	6.7
2010-11	130	3,355	3.9	91	2,111	4.3	50	878	5.7
2011-12	94	3,386	2.8	90	2,187	4.1	50	913	5.5
Grade 2									
2008-09	80	2,520	3.2	80	2,215	3.6	53	1,343	3.9
2009-10	74	2,912	2.5	90	2,360	3.8	42	1,402	3.0
2010-11	87	3,293	2.6	64	2,506	2.6	42	1,350	3.1
2011-12	77	3,659	2.1	97	2,663	3.6	25	1,311	1.9
Grade 3									
2008-09	26	2,348	1.1	35	2,175	1.6	27	1,780	1.5
2009-10	25	2,707	0.9	33	2,659	1.2	27	1,771	1.5
2010-11	24	3,124	0.8	34	2,805	1.2	25	1,830	1.4
2011-12	29	3,579	0.8	27	2,969	0.9	26	1,819	1.4
Grade 4									
2008-09	23	2,267	1.0	33	2,278	1.4	31	2,212	1.4
2009-10	24	2,562	0.9	34	2,473	1.4	15	2,131	0.7
2010-11	31	2,985	1.0	36	2,992	1.2	17	2,120	0.8
2011-12	26	3,375	0.8	27	3,125	0.9	24	2,149	1.1
Grade 5									
2008-09	50	2,102	2.4	88	2,212	4.0	53	2,734	1.9
2009-10	47	2,381	2.0	77	2,581	3.0	24	2,562	0.9
2010-11	36	2,732	1.3	50	2,701	1.9	32	2,389	1.3
2011-12	33	3,154	1.0	63	3,296	1.9	13	2,466	0.5
Grade 6									
2008-09	40	1,909	2.1	70	2,303	3.0	63	2,870	2.2
2009-10	40	2,204	1.8	85	2,369	3.6	38	2,816	1.3
2010-11	25	2,495	1.0	70	2,765	2.5	32	2,683	1.2
2011-12	36	2,874	1.3	50	2,852	1.8	39	2,511	1.6
Grades K-6									
2008-09	625	16,393	3.8	618	14,438	4.3	327	12,265	2.7
2009-10	584	18,696	3.1	622	15,909	3.9	248	12,022	2.1
2010-11	657	20,923	3.1	526	17,403	3.0	221	11,625	1.9
2011-12	559	23,124	2.4	531	18,773	2.8	216	11,620	1.9

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 14 (continued)
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Auditory impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2008-09	38	299	12.7	42	299	14.0	43	282	15.2
2009-10	48	441	10.9	29	297	9.8	34	274	12.4
2010-11	40	422	9.5	41	273	15.0	48	250	19.2
2011-12	49	417	11.8	29	266	10.9	24	271	8.9
Grade 1									
2008-09	22	329	6.7	25	327	7.6	31	282	11.0
2009-10	33	455	7.3	24	319	7.5	21	305	6.9
2010-11	36	480	7.5	20	296	6.8	17	305	5.6
2011-12	43	478	9.0	16	286	5.6	17	248	6.9
Grade 2									
2008-09	22	369	6.0	13	338	3.8	14	271	5.2
2009-10	17	473	3.6	8	314	2.5	11	286	3.8
2010-11	21	474	4.4	10	292	3.4	13	288	4.5
2011-12	19	487	3.9	12	271	4.4	12	315	3.8
Grade 3									
2008-09	11	371	3.0	-	<350	0.9	5	241	2.1
2009-10	9	483	1.9	-	<350	0.6	9	265	3.4
2010-11	11	505	2.2	6	298	2.0	5	291	1.7
2011-12	-	<500	0.8	-	<300	0.4	5	294	1.7
Grade 4									
2008-09	-	<450	1.5	6	334	1.8	-	<300	1.6
2009-10	-	<500	0.6	-	<350	1.9	-	<450	0.4
2010-11	-	<500	1.0	-	<600	0.3	-	<300	1.2
2011-12	-	<550	0.8	-	<300	0.4	5	294	1.7
Grade 5									
2008-09	9	446	2.0	-	<350	1.5	8	235	3.4
2009-10	6	543	1.1	12	325	3.7	7	258	2.7
2010-11	9	509	1.8	8	315	2.5	-	<300	1.6
2011-12	9	490	1.8	-	<350	1.3	-	<250	1.7
Grade 6									
2008-09	-	<400	1.0	7	344	2.0	-	<250	2.2
2009-10	-	<550	0.6	13	316	4.1	-	<250	1.3
2010-11	-	<550	0.8	-	<350	1.9	8	251	3.2
2011-12	-	<500	0.8	7	305	2.3	-	<300	1.1
Grades K-6									
2008-09	112	2,606	4.3	101	2,298	4.4	110	1,788	6.2
2009-10	119	3,402	3.5	94	2,213	4.2	86	1,882	4.6
2010-11	126	3,395	3.7	92	2,100	4.4	98	1,895	5.2
2011-12	132	3,365	3.9	70	1,977	3.5	70	1,925	3.6

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 14 (continued)
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Traumatic brain injury			Noncategorical early childhood			Deaf-blind		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2008-09	10	58	17.2	85	271	31.4	–	<50	14.3
2009-10	9	57	15.8	75	270	27.8	–	<50	21.4
2010-11	6	51	11.8	82	355	23.1	–	<50	15.4
2011-12	7	50	14.0	–	<400	21.9	–	<50	23.1
Grade 1									
2008-09	0	63	0.0	–	<50	16.7	0	9	0.0
2009-10	–	<100	3.3	0	7	0.0	0	18	0.0
2010-11	–	<100	6.3	–	<50	16.7	0	14	0.0
2011-12	–	<100	1.6	–	<50	14.3	0	10	0.0
Grade 2									
2008-09	–	<100	5.5	–	<50	50.0	0	15	0.0
2009-10	5	83	6.0	0	1	0.0	–	<50	7.1
2010-11	5	69	7.2	0	0	0.0	–	<50	16.7
2011-12	6	73	8.2	0	1	0.0	–	<50	6.7
Grade 3									
2008-09	–	<100	2.5	0	0	0.0	0	11	0.0
2009-10	–	<100	2.5	0	2	0.0	0	18	0.0
2010-11	–	<100	1.0	0	1	0.0	–	<50	11.8
2011-12	–	<100	2.6	0	0	0.0	0	17	0.0
Grade 4									
2008-09	–	<100	2.3	0	0	0.0	0	10	0.0
2009-10	–	<100	1.1	0	0	0.0	0	10	0.0
2010-11	–	<100	3.3	0	1	0.0	–	<50	5.3
2011-12	–	<150	2.9	0	0	0.0	0	19	0.0
Grade 5									
2008-09	–	<150	2.9	0	1	0.0	–	<50	22.2
2009-10	–	<100	4.0	0	1	0.0	–	<50	10.0
2010-11	–	<100	2.1	0	1	0.0	–	<50	8.3
2011-12	0	93	0.0	0	0	0.0	–	<50	18.8
Grade 6									
2008-09	–	<150	2.5	0	1	0.0	0	10	0.0
2009-10	–	<150	2.8	0	0	0.0	–	<50	10.0
2010-11	0	104	0.0	0	0	0.0	0	13	0.0
2011-12	–	<100	2.1	0	0	0.0	0	12	0.0
Grades K-6									
2008-09	24	583	4.1	87	281	31.0	–	<100	5.1
2009-10	26	574	4.5	75	281	26.7	6	94	6.4
2010-11	21	574	3.7	83	364	22.8	9	106	8.5
2011-12	21	554	3.8	82	378	21.7	7	102	6.9

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 14 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Developmental delay			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten						
2008-09	–	<50	50.0	3,040	25,854	11.8
2009-10	0	3	0.0	2,838	26,488	10.7
2010-11	0	0	0.0	2,784	27,009	10.3
2011-12	–	<50	83.3	2,708	27,827	9.7
Grade 1						
2008-09	0	1	0.0	2,950	30,438	9.7
2009-10	0	1	0.0	2,687	30,039	8.9
2010-11	0	0	0.0	2,722	30,807	8.8
2011-12	0	2	0.0	2,571	31,175	8.2
Grade 2						
2008-09	0	1	0.0	1,342	32,180	4.2
2009-10	0	1	0.0	1,333	32,373	4.1
2010-11	0	1	0.0	1,321	32,756	4.0
2011-12	–	<50	100.0	1,286	33,273	3.9
Grade 3						
2008-09	0	1	0.0	851	36,038	2.4
2009-10	0	1	0.0	645	36,355	1.8
2010-11	0	1	0.0	621	36,842	1.7
2011-12	0	1	0.0	598	36,527	1.6
Grade 4						
2008-09	0	1	0.0	363	36,687	1.0
2009-10	0	0	0.0	329	37,087	0.9
2010-11	0	0	0.0	335	38,508	0.9
2011-12	0	0	0.0	367	38,620	1.0
Grade 5						
2008-09	0	0	0.0	645	38,611	1.7
2009-10	0	1	0.0	476	37,270	1.3
2010-11	0	1	0.0	426	38,056	1.1
2011-12	0	0	0.0	291	39,236	0.7
Grade 6						
2008-09	0	0	0.0	470	37,092	1.3
2009-10	0	0	0.0	424	36,303	1.2
2010-11	0	0	0.0	357	35,837	1.0
2011-12	0	0	0.0	367	36,019	1.0
Grades K-6						
2008-09	–	<50	25.0	9,661	236,900	4.1
2009-10	0	7	0.0	8,732	235,915	3.7
2010-11	0	3	0.0	8,566	239,815	3.6
2011-12	6	10	60.0	8,188	242,677	3.4

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

Grade-Level Retention of Special Education Students by Primary Disability

Secondary Grades

In 2011-12, most secondary special education students overall (92.1%), as well as most secondary special education students who were retained (93.7%), were assigned a primary disability from 1 of 5 categories of disability: learning disability; other health impairment, such as attention deficit disorder; mental retardation; emotional disturbance; and autism (Table 15 on page 54).

As in the elementary grades, 2011-12 retention rates for special education students in the secondary grades varied widely based on primary disability and grade. The results that follow are based on the five most common primary disabilities.

By grade, rates of retention were highest for students reported with emotional disturbance in Grade 7, students with mental retardation in Grade 8, students with emotional disturbance in Grades 9-11, and students with mental retardation in Grade 12. Rates were lowest for students with learning disabilities or autism in Grade 7, students with learning disabilities in Grade 8, students with autism in Grades 9-11, and students with learning disabilities in Grade 12.

Retention rates for students with emotional disturbance (25.9%) and learning disabilities (17.1%) were highest in Grade 9 (Figure 13). In Grade 12, students with emotional disturbance were retained at more than twice the rate for students with learning disabilities (10.4% and 3.7%, respectively).

Figure 13
Grade-Level Retention of Special Education Students With Emotional Disturbance and With Learning Disabilities as Primary Disabilities, Grades 7-12, by Grade, Texas Public Schools, 2011-12

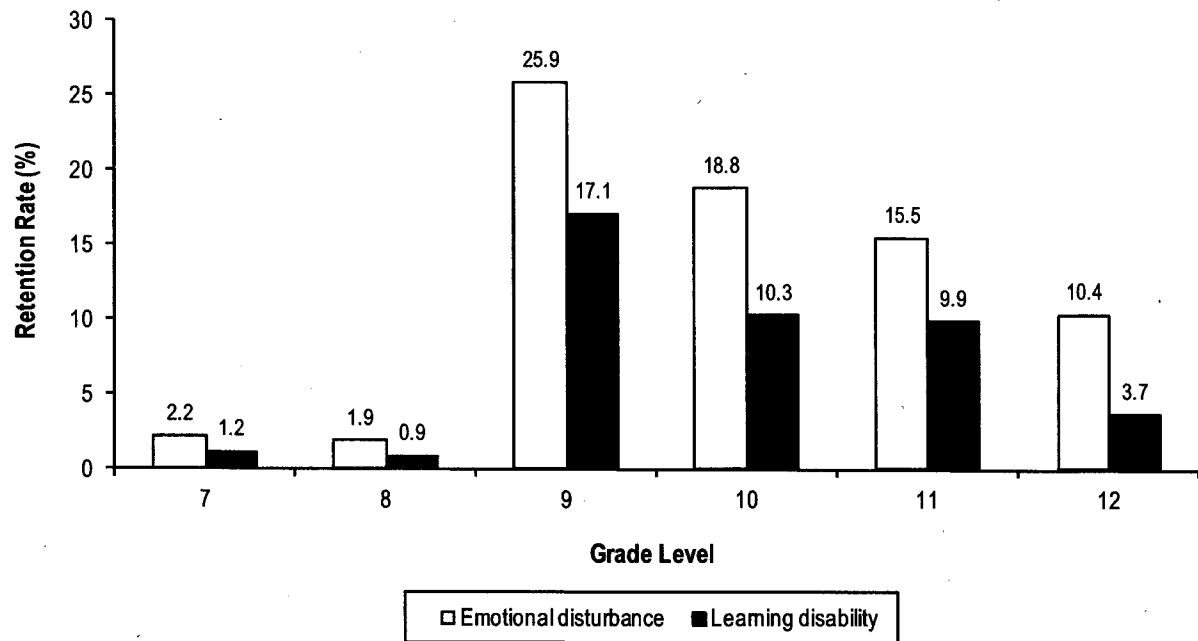


Table 15
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Learning disability			Other health impairment			Mental retardation		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2008-09	346	21,169	1.6	100	5,484	1.8	64	2,315	2.8
2009-10	227	19,469	1.2	72	5,088	1.4	51	2,469	2.1
2010-11	207	19,150	1.1	56	4,925	1.1	44	2,491	1.8
2011-12	218	18,023	1.2	63	4,636	1.4	55	2,892	1.9
Grade 8									
2008-09	352	22,336	1.6	139	5,668	2.5	195	2,486	7.8
2009-10	261	20,614	1.3	120	5,265	2.3	161	2,534	6.4
2010-11	202	19,204	1.1	91	4,932	1.8	97	2,633	3.7
2011-12	172	18,654	0.9	82	4,715	1.7	110	2,667	4.1
Grade 9									
2008-09	5,448	26,038	20.9	1,064	5,891	18.1	286	2,754	10.4
2009-10	4,443	24,533	18.1	1,087	5,993	18.1	266	2,710	9.8
2010-11	3,723	22,488	16.6	894	5,753	15.5	179	2,747	6.5
2011-12	3,461	20,226	17.1	824	5,109	16.1	197	2,841	6.9
Grade 10									
2008-09	2,294	19,696	11.6	462	4,121	11.2	144	2,333	6.2
2009-10	1,863	18,638	10.0	410	4,455	9.2	111	2,427	4.6
2010-11	1,732	18,345	9.4	395	4,548	8.7	103	2,395	4.3
2011-12	1,767	17,128	10.3	439	4,439	9.9	99	2,540	3.9
Grade 11									
2008-09	1,641	17,729	9.3	282	3,463	8.1	146	2,432	6.0
2009-10	1,755	17,719	9.9	339	3,705	9.1	135	2,437	5.5
2010-11	1,543	16,668	9.3	316	3,952	8.0	101	2,493	4.1
2011-12	1,612	16,283	9.9	330	3,932	8.4	111	2,384	4.7
Grade 12									
2008-09	773	18,148	4.3	524	3,732	14.0	2,640	4,752	55.6
2009-10	782	18,381	4.3	545	3,865	14.1	2,844	4,918	57.8
2010-11	631	18,131	3.5	594	4,157	14.3	2,997	5,127	58.5
2011-12	615	16,519	3.7	581	4,304	13.5	2,992	5,373	55.7
Grades 7-12									
2008-09	10,854	125,116	8.7	2,571	28,359	9.1	3,475	17,072	20.4
2009-10	9,331	119,354	7.8	2,573	28,371	9.1	3,568	17,495	20.4
2010-11	8,038	113,986	7.1	2,346	28,267	8.3	3,521	17,886	19.7
2011-12	7,845	106,833	7.3	2,319	27,135	8.5	3,564	18,697	19.1

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 15 (continued)

Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Emotional disturbance			Autism			Auditory impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2008-09	96	3,215	3.0	29	1,801	1.6	5	393	1.3
2009-10	66	2,890	2.3	38	1,958	1.9	-	<450	0.7
2010-11	53	2,924	1.8	22	2,292	1.0	-	<850	0.2
2011-12	63	2,804	2.2	32	2,614	1.2	-	<500	0.6
Grade 8									
2008-09	80	3,460	2.3	103	1,693	6.1	11	450	2.4
2009-10	65	3,157	2.1	88	1,909	4.6	-	<450	0.7
2010-11	70	2,898	2.4	77	2,032	3.8	-	<450	0.9
2011-12	54	2,911	1.9	76	2,385	3.2	-	<500	0.6
Grade 9									
2008-09	1,279	4,367	29.3	101	1,528	6.6	42	475	8.8
2009-10	1,091	4,108	26.6	84	1,742	4.8	55	533	10.3
2010-11	957	3,725	25.7	60	1,989	3.0	37	478	7.7
2011-12	876	3,381	25.9	51	2,057	2.5	39	455	8.6
Grade 10									
2008-09	538	2,860	18.8	46	1,288	3.6	17	343	5.0
2009-10	449	2,669	16.8	38	1,458	2.6	24	469	5.1
2010-11	410	2,666	15.4	45	1,636	2.8	19	442	4.3
2011-12	462	2,463	18.8	42	1,902	2.2	12	396	3.0
Grade 11									
2008-09	382	2,295	16.6	52	1,171	4.4	11	371	3.0
2009-10	395	2,209	17.9	46	1,301	3.5	20	375	5.3
2010-11	321	2,083	15.4	41	1,479	2.8	26	433	6.0
2011-12	314	2,022	15.5	53	1,655	3.2	18	424	4.2
Grade 12									
2008-09	265	2,209	12.0	803	1,618	49.6	57	400	14.3
2009-10	233	2,301	10.1	989	1,923	51.4	58	464	12.5
2010-11	231	2,191	10.5	1,163	2,279	51.0	64	438	14.6
2011-12	219	2,099	10.4	1,260	2,603	48.4	59	478	12.3
Grades 7-12									
2008-09	2,640	18,406	14.3	1,134	9,099	12.5	143	2,432	5.9
2009-10	2,299	17,334	13.3	1,283	10,291	12.5	163	2,721	6.0
2010-11	2,042	16,487	12.4	1,408	11,707	12.0	151	2,726	5.5
2011-12	1,988	15,680	12.7	1,514	13,216	11.5	134	2,712	4.9

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 15 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Speech impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2008-09	7	981	0.7	-	<350	1.0	-	<250	1.7
2009-10	15	1,056	1.4	-	<350	0.6	5	235	2.1
2010-11	6	1,339	0.4	-	<350	1.0	-	<250	1.4
2011-12	14	1,066	1.3	5	305	1.6	-	<300	1.2
Grade 8									
2008-09	7	553	1.3	17	334	5.1	-	<250	4.0
2009-10	-	<500	0.6	-	<350	2.2	11	241	4.6
2010-11	15	810	1.9	13	321	4.0	8	236	3.4
2011-12	5	536	0.9	7	308	2.3	-	<250	2.7
Grade 9									
2008-09	39	309	12.6	36	394	9.1	24	234	10.3
2009-10	38	323	11.8	27	336	8.0	22	242	9.1
2010-11	76	543	14.0	18	328	5.5	12	242	5.0
2011-12	27	293	9.2	26	313	8.3	15	239	6.3
Grade 10									
2008-09	12	177	6.8	16	311	5.1	12	211	5.7
2009-10	14	195	7.2	18	335	5.4	10	203	4.9
2010-11	42	374	11.2	9	292	3.1	-	<250	1.8
2011-12	11	164	6.7	10	287	3.5	9	217	4.1
Grade 11									
2008-09	8	137	5.8	-	<300	3.6	10	180	5.6
2009-10	-	<150	2.1	15	296	5.1	7	197	3.6
2010-11	29	220	13.2	13	321	4.0	8	198	4.0
2011-12	8	144	5.6	9	272	3.3	9	212	4.2
Grade 12									
2008-09	8	118	6.8	174	459	37.9	69	264	26.1
2009-10	13	135	9.6	178	439	40.5	83	252	32.9
2010-11	13	154	8.4	199	461	43.2	89	273	32.6
2011-12	5	106	4.7	198	499	39.7	82	279	29.4
Grades 7-12									
2008-09	81	2,275	3.6	256	2,087	12.3	128	1,341	9.5
2009-10	86	2,351	3.7	247	2,057	12.0	138	1,370	10.1
2010-11	181	3,440	5.3	255	2,033	12.5	124	1,391	8.9
2011-12	70	2,309	3.0	255	1,984	12.9	124	1,430	8.7

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 15 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Traumatic brain injury			Deaf-blind			Noncategorical early childhood		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2008-09	-	<150	1.8	0	12	0.0	0	0	0.0
2009-10	-	<150	2.4	-	<50	6.7	0	0	0.0
2010-11	-	<150	0.9	0	13	0.0	0	0	0.0
2011-12	-	<150	1.8	-	<50	6.3	0	0	0.0
Grade 8									
2008-09	-	<150	3.5	-	<50	20.0	0	0	0.0
2009-10	-	<150	4.1	-	<50	8.3	0	0	0.0
2010-11	5	123	4.1	-	<50	7.7	0	1	0.0
2011-12	-	<150	1.7	-	<50	11.1	0	0	0.0
Grade 9									
2008-09	18	164	11.0	0	9	0.0	-	<50	100
2009-10	19	140	13.6	-	<50	20.0	0	0	0.0
2010-11	21	146	14.4	0	14	0.0	0	0	0.0
2011-12	16	157	10.2	0	13	0.0	0	0	0.0
Grade 10									
2008-09	8	142	5.6	-	<50	11.1	0	0	0.0
2009-10	14	147	9.5	-	<50	12.5	0	0	0.0
2010-11	9	128	7.0	-	<50	16.7	0	0	0.0
2011-12	9	120	7.5	-	<50	6.3	0	1	0.0
Grade 11									
2008-09	10	127	7.9	-	<50	9.1	0	0	0.0
2009-10	11	155	7.1	0	13	0.0	0	0	0.0
2010-11	8	145	5.5	0	9	0.0	0	0	0.0
2011-12	11	124	8.9	0	4	0.0	0	0	0.0
Grade 12									
2008-09	70	211	33.2	-	<50	61.9	0	0	0.0
2009-10	69	205	33.7	-	<50	68.2	0	0	0.0
2010-11	69	230	30.0	18	28	64.3	0	0	0.0
2011-12	84	233	36.1	-	<50	78.3	0	0	0.0
Grades 7-12									
2008-09	112	871	12.9	16	67	23.9	-	<50	100
2009-10	121	893	13.5	19	75	25.3	0	0	0.0
2010-11	113	879	12.9	20	83	24.1	0	1	0.0
2011-12	124	862	14.4	21	81	25.9	0	1	0.0

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 15 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2008-09 Through 2011-12

Year	Developmental Delay			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7						
2008-09	0	0	0.0	687	37,855	1.8
2009-10	0	0	0.0	507	35,479	1.4
2010-11	0	0	0.0	412	35,472	1.2
2011-12	0	0	0.0	473	34,572	1.4
Grade 8						
2008-09	0	0	0.0	960	39,061	2.5
2009-10	0	0	0.0	754	36,492	2.1
2010-11	0	0	0.0	614	34,917	1.8
2011-12	0	0	0.0	532	34,477	1.5
Grade 9						
2008-09	-	<50	50.0	8,514	43,431	19.6
2009-10	0	0	0.0	7,301	41,826	17.5
2010-11	0	0	0.0	6,096	39,418	15.5
2011-12	0	0	0.0	5,627	36,088	15.6
Grade 10						
2008-09	0	0	0.0	3,630	32,254	11.3
2009-10	0	0	0.0	3,010	31,763	9.5
2010-11	0	1	0.0	2,823	31,770	8.9
2011-12	0	0	0.0	2,922	30,380	9.6
Grade 11						
2008-09	0	0	0.0	2,610	28,725	9.1
2009-10	0	0	0.0	2,797	29,086	9.6
2010-11	0	0	0.0	2,469	28,511	8.7
2011-12	0	0	0.0	2,532	28,058	9.0
Grade 12						
2008-09	0	0	0.0	5,495	32,686	16.8
2009-10	0	0	0.0	5,958	33,679	17.7
2010-11	0	0	0.0	6,220	34,310	18.1
2011-12	0	0	0.0	6,296	33,474	18.8
Grades 7-12						
2008-09	-	<50	50.0	21,896	214,012	10.2
2009-10	0	0	0.0	20,327	208,325	9.8
2010-11	0	1	0.0	18,634	204,398	9.1
2011-12	0	0	0.0	18,382	197,049	9.3

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

Grade-Level Retention by At-Risk, Immigrant, Migrant, and Overage Student Characteristics

Elementary Grades

In 2011-12, a student under the age of 21 was identified as at risk of dropping out of school if his or her circumstances fit 1 of 13 categories defined by TEC §29.081 (2011). The categories included unsatisfactory scores on readiness tests or assessment instruments, pregnancy, and grade-level retention in a previous year. Immigrant status applied to individuals, ages 3 through 21, who were not born in the United States and who had not attended more than three years of school in the United States (TEA, 2012). Migrant status applied to students between the ages of 3 and 21, who had changed school districts at least once in the preceding 36 months because of seasonal or temporary farm or fishing work (TEA, 2012). A student was considered overage for grade if his or her age on September 1 was higher than the grade level plus five years. For example, first graders older than six years of age were classified as overage.

In each elementary grade in 2011-12, the retention rate for at-risk students was higher than the rate for students overall (Figure 14 and Table 16). Across Grades K-6, the retention rate for at-risk students was highest in first grade (6.4%) and lowest in fifth grade (0.9%).

Figure 14
Grade-Level Retention, Grades K-6, by Grade and At-Risk Student Characteristic, Texas Public Schools, 2011-12

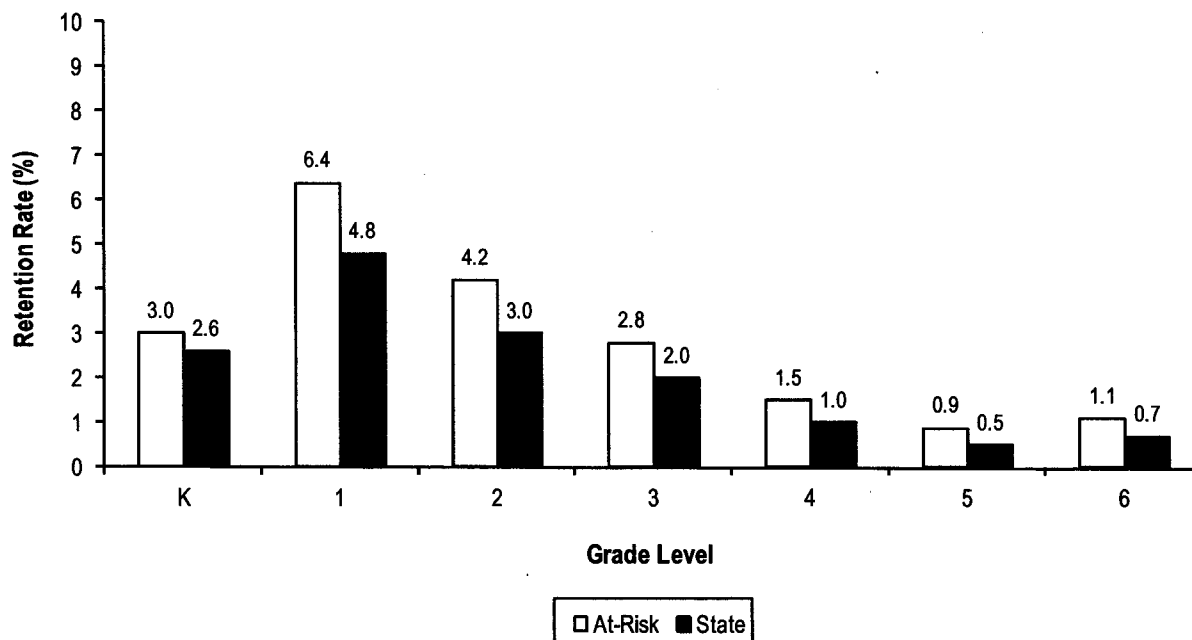


Table 16**Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2001-02 Through 2011-12**

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
2001-02	3,537	3.7	171	2.0	278	4.1	101	0.6	9,968	3.4
2002-03	4,190	4.0	186	2.0	347	5.0	121	0.7	11,049	3.6
2003-04	4,638	4.2	224	2.3	324	4.9	101	0.6	11,684	3.7
2004-05	4,880	4.2	201	2.1	254	4.9	119	0.6	12,190	3.7
2005-06	5,012	3.9	231	2.5	179	4.6	124	0.6	12,559	3.7
2006-07	5,588	3.9	190	2.3	160	5.6	98	0.5	12,446	3.6
2007-08	5,285	3.6	130	1.8	123	4.7	75	0.4	11,457	3.3
2008-09	5,323	3.5	130	2.0	124	4.9	81	0.5	11,036	3.1
2009-10	5,213	3.4	99	1.7	112	4.2	72	0.4	10,490	2.9
2010-11	5,309	3.2	107	1.8	83	3.4	64	0.4	10,271	2.8
2011-12	4,983	3.0	70	1.4	84	3.5	45	0.3	9,828	2.6
Grade 1										
2001-02	11,847	8.5	730	6.7	816	11.0	770	2.2	20,094	6.4
2002-03	12,151	8.2	685	5.9	761	9.8	721	1.9	20,180	6.3
2003-04	13,250	8.6	679	5.8	750	9.8	732	1.9	21,101	6.4
2004-05	13,729	8.8	692	5.7	621	10.2	752	1.9	21,496	6.4
2005-06	14,286	8.5	682	5.7	449	10.4	728	1.7	22,540	6.4
2006-07	14,582	8.3	592	5.3	333	10.4	782	1.8	23,170	6.3
2007-08	14,428	7.8	512	5.3	322	11.0	717	1.6	21,852	5.9
2008-09	13,982	7.6	413	4.8	350	11.9	546	1.3	20,970	5.6
2009-10	12,605	6.9	304	4.0	293	9.7	444	1.1	19,138	5.1
2010-11	12,813	6.8	285	3.8	275	9.9	411	1.1	19,139	5.0
2011-12	12,108	6.4	278	4.1	227	8.4	346	0.9	18,314	4.8
Grade 2										
2001-02	6,878	5.3	485	5.0	429	5.9	1,190	2.6	11,066	3.6
2002-03	7,265	5.1	523	5.0	459	6.2	1,163	2.5	11,184	3.6
2003-04	7,821	5.3	458	4.5	496	6.7	1,146	2.4	11,648	3.7
2004-05	8,083	5.3	456	4.5	372	6.1	1,204	2.4	11,859	3.6
2005-06	8,288	5.1	457	4.6	269	6.2	1,199	2.3	12,477	3.7
2006-07	8,512	5.0	383	4.4	227	7.3	1,208	2.2	12,383	3.6
2007-08	8,564	4.7	288	3.5	156	5.5	1,105	2.0	12,132	3.4
2008-09	8,022	4.3	258	3.6	176	6.4	886	1.6	11,288	3.1
2009-10	7,632	4.2	229	3.6	182	6.1	740	1.4	10,830	2.9
2010-11	7,904	4.2	197	3.2	143	5.1	620	1.2	10,934	2.9
2011-12	7,867	4.2	152	2.8	169	6.3	637	1.3	11,139	3.0
Grade 3										
2001-02	4,218	3.5	273	3.6	262	3.5	1,154	2.2	7,636	2.4
2002-03	5,723	4.3	296	3.6	344	4.6	1,574	3.0	8,924	2.8
2003-04	5,182	3.8	236	3.0	319	4.5	1,334	2.4	8,196	2.6

Note. Students may be counted in more than one category.

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Table 16 (continued)
Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2001-02 Through 2011-12

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	7,062	4.9	362	4.6	365	6.1	1,691	3.0	10,366	3.2
2005-06	6,577	4.2	270	3.9	251	5.6	1,476	2.5	9,758	2.9
2006-07	6,259	4.0	220	3.3	166	5.4	1,388	2.3	9,442	2.8
2007-08	6,000	3.6	178	2.9	115	4.1	1,387	2.2	8,918	2.6
2008-09	5,814	3.3	139	2.5	126	4.5	1,157	1.8	8,418	2.3
2009-10	4,800	2.7	125	2.4	111	3.8	815	1.3	7,307	2.0
2010-11	4,439	2.5	118	2.4	98	3.5	697	1.2	6,864	1.9
2011-12	4,944	2.8	107	2.5	91	3.3	647	1.1	7,480	2.0
Grade 4										
2001-02	2,248	2.2	183	2.7	137	2.0	832	1.6	4,043	1.3
2002-03	2,804	2.7	193	2.6	192	2.6	1,065	1.9	4,843	1.5
2003-04	2,732	2.7	232	3.4	196	2.7	1,010	1.8	5,147	1.6
2004-05	2,969	3.0	230	3.3	155	2.7	1,150	1.9	5,630	1.8
2005-06	3,283	2.8	194	3.2	119	2.8	1,158	1.9	5,665	1.8
2006-07	3,218	2.6	148	2.7	103	3.2	1,066	1.7	5,351	1.6
2007-08	2,650	2.1	103	1.8	67	2.4	936	1.4	4,505	1.3
2008-09	2,513	1.8	81	1.6	49	1.8	673	1.0	3,984	1.1
2009-10	2,486	1.8	91	2.0	64	2.2	659	1.0	3,988	1.1
2010-11	2,200	1.6	54	1.2	40	1.5	530	0.8	3,609	1.0
2011-12	2,140	1.5	53	1.3	42	1.6	465	0.7	3,650	1.0
Grade 5										
2001-02	1,282	1.3	111	1.7	86	1.3	620	1.2	2,591	0.8
2002-03	1,626	1.7	129	1.9	82	1.1	695	1.3	3,109	1.0
2003-04	1,782	1.6	103	1.6	100	1.4	690	1.2	3,225	1.0
2004-05	7,650	7.0	363	5.7	370	6.3	2,293	3.9	11,159	3.5
2005-06	6,235	4.9	251	4.2	231	5.3	1,801	2.6	8,891	2.7
2006-07	4,978	4.0	223	4.1	126	4.0	1,483	2.2	7,288	2.2
2007-08	4,439	3.5	167	3.3	90	3.1	1,314	1.9	6,746	2.0
2008-09	4,041	3.0	137	2.8	52	1.9	1,179	1.7	5,735	1.7
2009-10	3,321	2.5	95	2.1	58	1.9	992	1.4	4,713	1.3
2010-11	2,959	2.2	80	1.8	55	2.0	767	1.1	4,230	1.2
2011-12	1,218	0.9	37	0.9	18	0.7	366	0.5	2,004	0.5
Grade 6										
2001-02	2,166	2.5	116	1.9	138	2.0	1,420	2.7	4,414	1.4
2002-03	2,182	2.6	129	1.9	154	2.1	1,401	2.5	4,563	1.4
2003-04	2,709	2.3	89	1.4	182	2.5	1,527	2.6	4,795	1.5
2004-05	2,933	2.2	109	1.7	129	2.1	1,715	2.7	4,901	1.5
2005-06	2,325	1.8	97	1.7	61	1.4	1,617	2.5	4,066	1.3
2006-07	2,122	1.7	69	1.3	50	1.6	1,575	2.2	3,816	1.2
2007-08	1,669	1.4	78	1.6	40	1.4	1,305	1.8	3,182	1.0

Note. Students may be counted in more than one category.

continues

Table 16 (continued)

Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2001-02 Through 2011-12

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2008-09	1,542	1.2	37	0.8	47	1.7	1,081	1.5	2,792	0.8
2009-10	1,552	1.2	66	1.5	25	0.9	1,024	1.4	2,692	0.8
2010-11	1,522	1.2	26	0.6	31	1.1	951	1.3	2,594	0.7
2011-12	1,408	1.1	29	0.7	33	1.2	849	1.2	2,481	0.7
Total K-6										
2001-02	32,176	4.2	2,069	3.7	2,146	4.3	6,087	2.0	59,812	2.8
2002-03	35,941	4.4	2,141	3.6	2,339	4.5	6,740	2.1	63,852	2.9
2003-04	38,114	4.3	2,021	3.4	2,367	4.7	6,540	2.0	65,796	2.9
2004-05	47,306	5.2	2,413	4.1	2,266	5.5	8,924	2.6	77,601	3.4
2005-06	46,006	4.7	2,182	3.9	1,559	5.2	8,103	2.2	75,956	3.3
2006-07	45,259	4.5	1,825	3.6	1,165	5.3	7,600	2.0	73,896	3.1
2007-08	43,035	4.1	1,456	3.1	913	4.6	6,839	1.8	68,792	2.8
2008-09	41,237	3.8	1,195	2.8	924	4.8	5,603	1.4	64,223	2.6
2009-10	37,609	3.4	1,009	2.6	845	4.1	4,746	1.2	59,158	2.3
2010-11	37,146	3.3	867	2.3	725	3.8	4,040	1.1	57,641	2.2
2011-12	34,668	3.1	726	2.2	664	3.6	3,355	0.9	54,896	2.1

Note. Students may be counted in more than one category.

Grade-Level Retention by At-Risk, Immigrant, Migrant, and Overage Student Characteristics

Secondary Grades

From 2001-02 through 2011-12, retention rates in all secondary grades were higher for at-risk, migrant, and overage students than for students overall (Figure 15 and Table 17). Retention rates were higher for immigrant students than for students overall in Grades 9-12 from 2001-02 through 2008-09 and in 2011-12. In 2011-12, retention rates for at-risk, migrant, and overage students were highest in Grade 9 (15.2%, 19.3%, and 19.7%, respectively), and rates for immigrant students were highest in Grade 12 (14.4%). Retention rates for at-risk, immigrant, migrant, and overage were lowest in Grade 8 (1.2%, 0.6%, 2.0%, and 1.5%, respectively).

Figure 15
Grade-Level Retention, Grades 7-12, by Grade and Overage Student Characteristic, Texas Public Schools, 2011-12

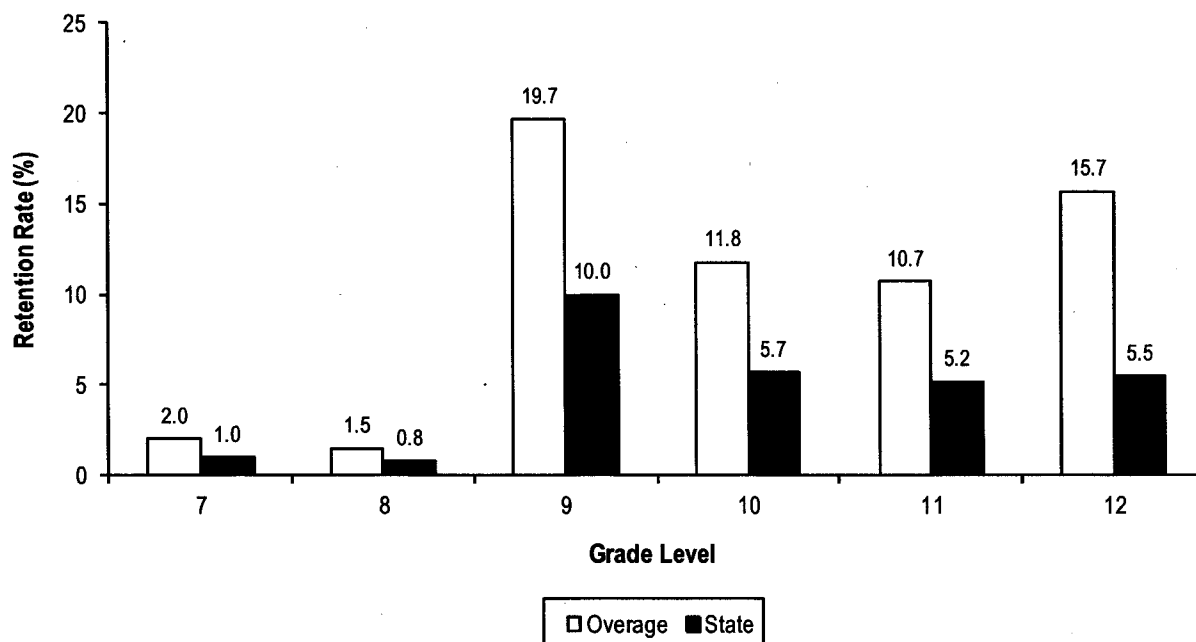


Table 17

Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2001-02 Through 2011-12

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
2001-02	3,760	3.8	166	2.6	281	4.0	2,527	4.4	6,959	2.2
2002-03	3,977	4.3	166	2.5	252	3.5	2,628	4.5	7,489	2.3
2003-04	4,147	3.8	165	2.6	272	3.7	2,725	4.4	7,372	2.3
2004-05	4,665	3.7	141	2.3	231	3.8	2,889	4.5	7,710	2.3
2005-06	4,416	3.2	134	2.3	191	4.0	2,821	4.1	7,313	2.2
2006-07	3,237	2.6	110	2.0	162	4.8	2,435	3.5	5,663	1.7
2007-08	2,902	2.3	88	1.7	122	4.0	2,342	3.1	5,052	1.5
2008-09	2,363	1.8	54	1.2	110	3.6	1,958	2.6	4,267	1.3
2009-10	2,122	1.6	48	1.1	61	2.1	1,606	2.1	3,712	1.1
2010-11	2,114	1.6	49	1.1	44	1.5	1,466	1.9	3,513	1.0
2011-12	2,126	1.6	32	0.8	61	2.2	1,474	2.0	3,618	1.0
Grade 8										
2001-02	2,747	2.8	116	1.9	223	3.4	2,121	3.6	5,642	1.9
2002-03	2,971	3.2	145	2.2	196	2.9	2,150	3.6	5,926	1.9
2003-04	3,321	2.8	131	2.1	222	3.3	2,107	3.5	6,099	1.9
2004-05	3,263	2.6	118	1.9	152	2.6	2,158	3.4	5,969	1.8
2005-06	3,357	2.3	88	1.6	160	3.5	2,120	3.2	5,839	1.8
2006-07	2,723	1.9	103	2.0	115	3.3	1,907	2.8	4,943	1.5
2007-08	3,764	2.8	147	3.0	118	4.0	2,372	3.4	6,323	1.9
2008-09	3,139	2.3	102	2.1	99	3.3	2,060	2.6	5,165	1.5
2009-10	2,732	2.0	95	2.2	74	2.4	1,822	2.3	4,503	1.3
2010-11	2,608	2.0	70	1.6	58	2.0	1,612	2.1	4,164	1.2
2011-12	1,544	1.2	25	0.6	59	2.0	1,145	1.5	2,900	0.8
Grade 9										
2001-02	31,636	24.1	2,279	26.9	1,962	26.0	28,622	28.2	57,761	16.9
2002-03	31,307	23.8	2,249	23.7	2,034	25.8	27,905	27.7	57,197	16.4
2003-04	32,990	24.0	2,231	24.9	1,909	24.4	27,814	27.9	58,252	16.5
2004-05	35,278	22.7	2,184	24.9	1,509	23.2	27,934	27.8	58,605	16.2
2005-06	37,246	22.1	2,037	24.2	1,326	25.2	28,945	27.8	60,726	16.5
2006-07	35,628	20.4	1,585	21.6	1,037	25.9	28,544	27.0	57,213	15.4
2007-08	33,656	19.7	1,417	20.2	964	25.8	27,926	26.0	54,831	14.7
2008-09	26,788	16.7	1,145	16.4	844	24.4	25,005	23.3	45,016	12.3
2009-10	23,724	15.1	956	14.3	694	19.5	22,910	20.9	40,200	10.8
2010-11	21,312	14.3	786	11.8	605	18.0	19,955	19.0	36,243	9.7
2011-12	21,927	15.2	601	10.5	596	19.3	19,491	19.7	37,250	10.0
Grade 10										
2001-02	12,829	12.3	606	12.7	711	14.0	11,278	16.0	22,726	8.2
2002-03	14,400	13.7	704	12.6	767	14.1	11,895	16.8	24,751	8.8
2003-04	14,782	12.5	588	10.9	717	12.8	11,751	16.8	24,621	8.5

Note. Students may be counted in more than one category.

continues

Table 17 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2001-02 Through 2011-12

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	15,487	12.9	591	11.0	632	13.4	11,509	17.0	25,399	8.7
2005-06	16,631	12.4	526	10.6	462	12.5	11,726	16.9	26,232	8.7
2006-07	16,173	11.9	433	9.5	351	12.0	11,369	16.2	25,242	8.3
2007-08	14,374	10.4	345	7.6	284	11.1	10,441	14.8	22,214	7.2
2008-09	13,581	9.7	344	7.9	266	10.2	10,043	14.1	21,125	6.8
2009-10	11,515	8.7	235	5.5	221	8.9	9,461	13.0	18,436	5.9
2010-11	10,870	8.2	246	5.3	168	6.7	8,546	11.3	17,303	5.4
2011-12	11,919	9.1	275	6.3	201	8.2	8,871	11.8	18,720	5.7
Grade 11										
2001-02	7,681	8.9	305	9.8	394	9.7	6,261	12.2	13,763	5.8
2002-03	7,576	9.0	304	8.3	368	8.9	6,291	12.6	13,643	5.6
2003-04	8,241	7.5	267	7.3	330	7.7	5,992	12.4	13,643	5.5
2004-05	9,201	7.5	306	8.1	315	8.2	5,956	12.6	14,658	5.7
2005-06	10,493	7.6	282	8.3	291	9.6	6,446	13.5	15,982	6.1
2006-07	10,678	8.2	244	7.9	296	12.3	6,051	12.7	15,800	5.9
2007-08	10,643	8.0	246	7.5	257	11.1	6,160	12.3	15,530	5.7
2008-09	10,862	7.9	244	7.2	215	9.2	6,536	12.3	15,855	5.6
2009-10	10,992	7.8	213	6.6	209	8.3	6,878	12.3	15,916	5.4
2010-11	10,166	7.9	255	6.8	181	7.7	6,482	11.2	15,046	5.1
2011-12	10,813	8.3	321	8.9	197	8.3	6,671	10.7	15,830	5.2
Grade 12										
2001-02	5,550	6.8	146	7.7	247	6.7	5,088	9.9	10,677	4.6
2002-03	5,995	6.9	197	8.4	283	7.1	5,177	10.0	11,356	4.7
2003-04	6,284	5.9	229	9.7	261	6.2	5,334	10.4	11,254	4.5
2004-05	7,026	6.9	249	11.1	239	6.8	5,303	11.2	12,018	4.9
2005-06	11,148	10.1	372	17.4	324	12.1	7,077	15.0	16,828	6.6
2006-07	13,346	11.5	417	22.3	297	14.3	8,472	17.6	19,342	7.5
2007-08	15,251	12.8	504	24.1	288	13.5	10,058	20.0	21,524	8.0
2008-09	15,683	12.5	498	21.6	317	13.3	11,163	20.1	22,050	7.8
2009-10	13,994	10.7	487	20.8	281	11.0	11,194	18.3	20,155	6.8
2010-11	12,560	9.7	426	17.4	257	9.7	10,617	16.8	18,516	6.1
2011-12	11,038	9.1	359	14.4	193	8.1	10,023	15.7	16,709	5.5
Total 7-12										
2001-02	64,203	10.7	3,618	11.8	3,818	11.3	55,897	14.3	117,528	6.9
2002-03	66,226	11.2	3,765	10.9	3,900	11.0	56,046	14.3	120,362	6.9
2003-04	69,765	10.0	3,611	11.0	3,711	10.3	55,723	14.3	121,241	6.8
2004-05	74,920	9.9	3,589	11.1	3,078	10.0	55,749	14.3	124,359	6.9
2005-06	83,291	10.0	3,439	11.5	2,754	11.5	59,135	14.7	132,920	7.2
2006-07	81,785	9.9	2,892	10.5	2,258	12.4	58,778	14.3	128,203	6.9
2007-08	80,590	9.8	2,747	10.2	2,033	12.1	59,299	14.0	125,474	6.6

Note. Students may be counted in more than one category.

continues

Table 17 (continued)**Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2001-02 Through 2011-12**

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2008-09	72,416	8.7	2,387	9.0	1,851	11.0	56,765	12.8	113,478	5.9
2009-10	65,079	7.9	2,034	8.0	1,540	9.0	53,871	11.9	102,922	5.2
2010-11	59,630	7.4	1,832	6.9	1,313	7.9	48,678	10.7	94,785	4.8
2011-12	59,367	7.5	1,613	6.7	1,307	8.2	47,675	10.5	95,027	4.7

Note. Students may be counted in more than one category.

Grade-Level Retention by Career and Technical Education, Gifted and Talented, and Title I Program Participation

Elementary Grades

Instructional programs are designed to meet students' different educational needs. Gifted and talented programs offer eligible students a range of learning experiences designed to lead to advanced performance (19 TAC §89.3, 2012). Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for at-risk students attending schools with high percentages of economically disadvantaged students. Students counted as Title I students may be participating in specific Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance (TEA, 2012). A coherent sequence of study in career and technical education programs is offered only in Grades 9-12.

In 2011-12, the retention rate for students receiving Title I services in Grades K-6 (2.4%) was higher than the rate for students overall (2.1%) (Figure 16 and Table 18). Across Grades K-6, rates for students receiving Title I services and for students overall were highest in Grade 1 and lowest in Grade 5.

Figure 16
Grade-Level Retention, Grades K-6, by Grade and Title I Program Participation, Texas Public Schools, 2011-12

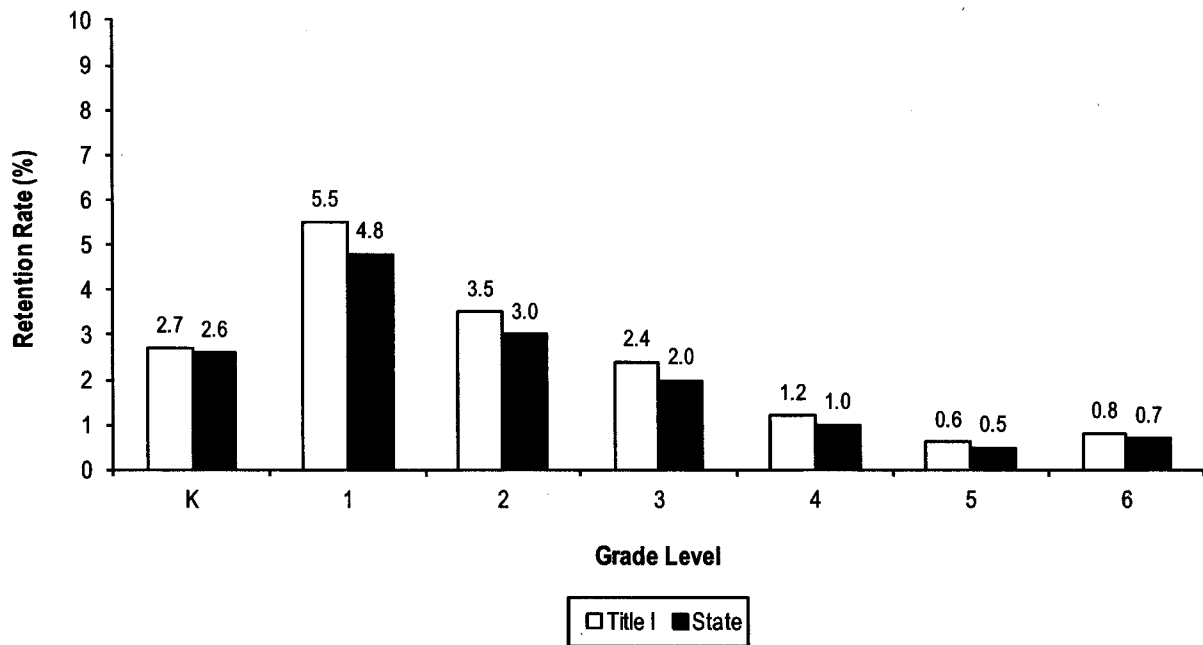


Table 18
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 2001-02 Through 2011-12

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten						
2001-02	13	0.2	5,091	2.8	9,968	3.4
2002-03	5	0.1	6,002	3.1	11,049	3.6
2003-04	11	0.1	6,483	3.2	11,684	3.7
2004-05	6	0.1	6,989	3.2	12,190	3.7
2005-06	13	0.1	9,389	3.7	12,559	3.7
2006-07	15	0.2	9,253	3.6	12,446	3.6
2007-08	9	0.1	8,701	3.3	11,457	3.3
2008-09	16	0.1	8,436	3.1	11,036	3.1
2009-10	8	0.1	8,205	2.9	10,490	2.9
2010-11	9	0.1	8,272	2.9	10,271	2.8
2011-12	15	0.1	7,854	2.7	9,828	2.6
Grade 1						
2001-02	37	0.3	12,793	6.6	20,094	6.4
2002-03	30	0.2	13,348	6.6	20,180	6.3
2003-04	29	0.2	14,476	6.7	21,101	6.4
2004-05	24	0.2	15,099	6.6	21,496	6.4
2005-06	21	0.1	19,583	7.5	22,540	6.4
2006-07	13	0.1	20,067	7.4	23,170	6.3
2007-08	20	0.1	19,156	6.9	21,852	5.9
2008-09	25	0.2	18,625	6.6	20,970	5.6
2009-10	22	0.1	17,166	5.9	19,138	5.1
2010-11	18	0.1	17,433	5.8	19,139	5.0
2011-12	25	0.1	16,623	5.5	18,314	4.8
Grade 2						
2001-02	24	0.1	7,478	3.9	11,066	3.6
2002-03	23	0.1	7,711	3.9	11,184	3.6
2003-04	36	0.2	8,444	4.1	11,648	3.7
2004-05	20	0.1	8,708	4.0	11,859	3.6
2005-06	24	0.1	11,060	4.5	12,477	3.7
2006-07	26	0.1	11,017	4.3	12,383	3.6
2007-08	16	0.1	10,858	4.1	12,132	3.4
2008-09	16	0.1	10,201	3.7	11,288	3.1
2009-10	21	0.1	9,926	3.5	10,830	2.9
2010-11	32	0.1	10,103	3.5	10,934	2.9
2011-12	27	0.1	10,300	3.5	11,139	3.0
Grade 3						
2001-02	17	0.1	5,170	2.7	7,636	2.4
2002-03	23	0.1	6,326	3.2	8,924	2.8
2003-04	13	0.1	6,023	2.9	8,196	2.6

Note. Students may be counted in more than one category..

continues

Table 18 (continued)
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 2001-02 Through 2011-12

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	25	0.1	7,820	3.7	10,366	3.2
2005-06	24	0.1	8,793	3.6	9,758	2.9
2006-07	15	0.1	8,467	3.4	9,442	2.8
2007-08	21	0.1	8,075	3.2	8,918	2.6
2008-09	14	0.1	7,674	2.9	8,418	2.3
2009-10	18	0.1	6,719	2.4	7,307	2.0
2010-11	19	0.1	6,360	2.2	6,864	1.9
2011-12	23	0.1	6,950	2.4	7,480	2.0
Grade 4						
2001-02	25	0.1	2,561	1.4	4,043	1.3
2002-03	30	0.1	3,344	1.7	4,843	1.5
2003-04	18	0.1	3,635	1.8	5,147	1.6
2004-05	17	0.1	4,119	2.0	5,630	1.8
2005-06	18	0.1	5,010	2.2	5,665	1.8
2006-07	19	0.1	4,697	2.0	5,351	1.6
2007-08	17	0.1	4,018	1.6	4,505	1.3
2008-09	11	<0.1	3,568	1.4	3,984	1.1
2009-10	10	<0.1	3,665	1.3	3,988	1.1
2010-11	17	<0.1	3,315	1.2	3,609	1.0
2011-12	16	<0.1	3,373	1.2	3,650	1.0
Grade 5						
2001-02	12	<0.1	1,535	0.9	2,591	0.8
2002-03	26	0.1	1,989	1.1	3,109	1.0
2003-04	11	<0.1	2,112	1.1	3,225	1.0
2004-05	61	0.2	8,456	4.1	11,159	3.5
2005-06	21	0.1	7,882	3.3	8,891	2.7
2006-07	25	0.1	6,359	2.7	7,288	2.2
2007-08	14	<0.1	5,917	2.4	6,746	2.0
2008-09	12	<0.1	5,124	2.1	5,735	1.7
2009-10	25	0.1	4,201	1.6	4,713	1.3
2010-11	12	<0.1	3,822	1.4	4,230	1.2
2011-12	12	<0.1	1,776	0.6	2,004	0.5
Grade 6						
2001-02	16	<0.1	1,990	1.4	4,414	1.4
2002-03	20	0.1	2,259	1.4	4,563	1.4
2003-04	24	0.1	2,579	1.5	4,795	1.5
2004-05	17	0.1	2,836	1.5	4,901	1.5
2005-06	27	0.1	3,067	1.5	4,066	1.3
2006-07	26	0.1	2,826	1.4	3,816	1.2
2007-08	20	0.1	2,330	1.1	3,182	1.0

Note. Students may be counted in more than one category.

continues

Table 18 (continued)
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 2001-02 Through 2011-12

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2008-09	21	0.1	2,050	1.0	2,792	0.8
2009-10	30	0.1	2,027	0.9	2,692	0.8
2010-11	25	<0.1	2,073	0.9	2,594	0.7
2011-12	19	<0.1	1,950	0.8	2,481	0.7
Total K-6						
2001-02	144	0.1	36,618	2.9	59,812	2.8
2002-03	157	0.1	40,979	3.1	63,852	2.9
2003-04	142	0.1	43,752	3.1	65,796	2.9
2004-05	170	0.1	54,027	3.7	77,601	3.4
2005-06	148	0.1	64,784	3.9	75,956	3.3
2006-07	139	0.1	62,686	3.7	73,896	3.1
2007-08	117	0.1	59,055	3.4	68,792	2.8
2008-09	115	0.1	55,678	3.1	64,223	2.6
2009-10	134	0.1	51,909	2.7	59,158	2.3
2010-11	132	0.1	51,378	2.6	57,641	2.2
2011-12	137	0.1	48,826	2.4	54,896	2.1

Note. Students may be counted in more than one category.

Grade-Level Retention by Career and Technical Education, Gifted and Talented, and Title I Program Participation

Secondary Grades

In addition to the instructional programs available in the elementary grades, a student in Grades 9-12 can participate in a career and technical education (CTE) program or course of study that includes a coherent sequence of two or more CTE courses. CTE programs offer a range of training designed to help students gain employment in high-skilled, high-wage jobs and advance to postsecondary education.

In 2011-12, students receiving Title I services had a higher retention rate than students overall in every secondary grade (Table 19). In each of Grades 9-12, by contrast, students participating in CTE programs had a lower retention rate than students overall (Figure 17).

Figure 17
Grade-Level Retention, Grades 9-12, by Grade and Career and Technical Education Program Participation, Texas Public Schools, 2011-12

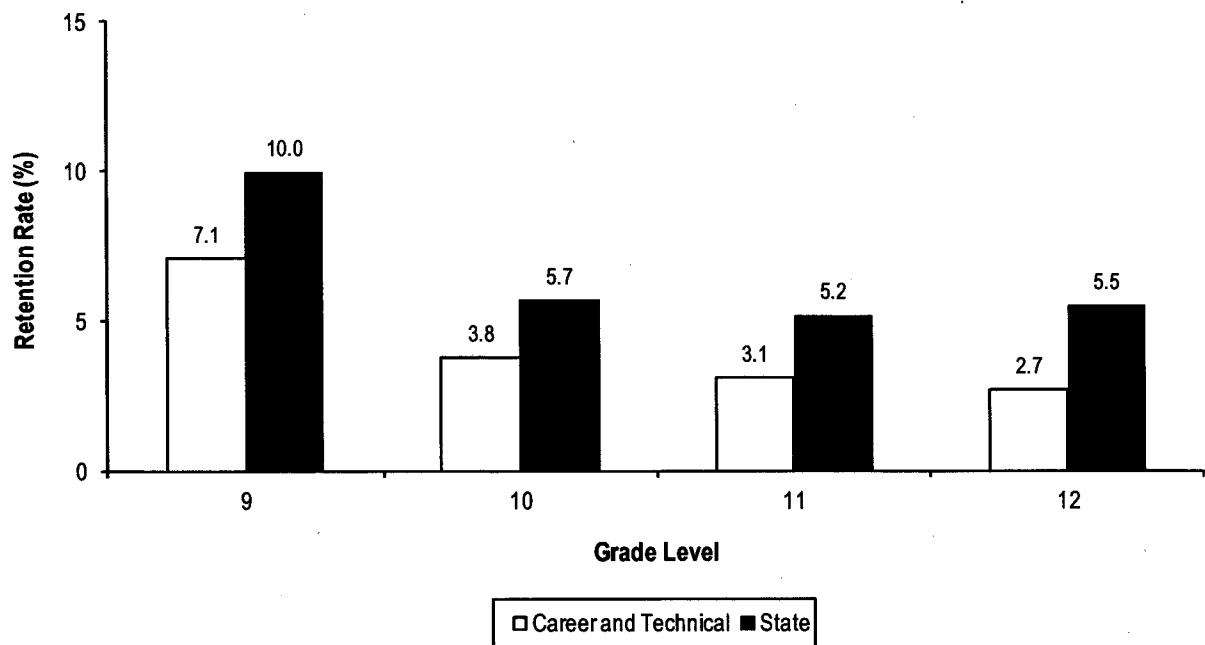


Table 19
Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 2001-02 Through 2011-12

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7								
2001-02	45	1.8	86	0.2	2,904	2.3	6,959	2.2
2002-03	18	1.1	75	0.2	3,296	2.4	7,489	2.3
2003-04	12	0.8	67	0.2	3,422	2.2	7,372	2.3
2004-05	9	0.6	77	0.2	3,811	2.3	7,710	2.3
2005-06	n/a ^b	n/a	45	0.1	5,067	2.6	7,313	2.2
2006-07	n/a	n/a	52	0.1	3,931	2.1	5,663	1.7
2007-08	n/a	n/a	41	0.1	3,483	1.8	5,052	1.5
2008-09	n/a	n/a	38	0.1	2,926	1.5	4,267	1.3
2009-10	n/a	n/a	44	0.1	2,611	1.2	3,712	1.1
2010-11	n/a	n/a	29	0.1	2,595	1.2	3,513	1.0
2011-12	n/a	n/a	45	0.1	2,656	1.2	3,618	1.0
Grade 8								
2001-02	53	1.2	97	0.3	2,163	1.8	5,642	1.9
2002-03	33	1.2	67	0.2	2,431	1.8	5,926	1.9
2003-04	23	0.7	68	0.2	2,605	1.8	6,099	1.9
2004-05	27	0.9	63	0.2	2,640	1.6	5,969	1.8
2005-06	n/a	n/a	45	0.1	3,821	2.0	5,839	1.8
2006-07	n/a	n/a	33	0.1	3,306	1.7	4,943	1.5
2007-08	n/a	n/a	38	0.1	4,349	2.3	6,323	1.9
2008-09	n/a	n/a	31	0.1	3,672	1.9	5,165	1.5
2009-10	n/a	n/a	38	0.1	3,366	1.6	4,503	1.3
2010-11	n/a	n/a	39	0.1	3,149	1.4	4,164	1.2
2011-12	n/a	n/a	37	0.1	2,098	0.9	2,900	0.8
Grade 9								
2001-02	6,646	12.3	846	2.6	15,661	17.9	57,761	16.9
2002-03	7,994	11.9	574	1.8	17,756	17.5	57,197	16.4
2003-04	9,059	12.5	600	1.9	21,089	17.7	58,252	16.5
2004-05	10,358	12.9	596	1.9	22,236	16.9	58,605	16.2
2005-06	9,346	12.1	706	2.1	32,769	20.7	60,726	16.5
2006-07	6,742	9.9	602	1.8	31,655	19.8	57,213	15.4
2007-08	5,454	8.8	575	1.7	28,887	18.4	54,831	14.7
2008-09	5,803	7.8	488	1.4	24,052	16.2	45,016	12.3
2009-10	6,348	7.7	463	1.3	23,506	13.8	40,200	10.8
2010-11	5,287	6.3	343	1.0	21,984	12.4	36,243	9.7
2011-12	6,092	7.1	367	1.1	22,400	12.7	37,250	10.0

Note. Students may be counted in more than one category.

^aData reflect students participating in career and technical education programs; students enrolled in career and technical education courses only are excluded. ^bNot applicable. Beginning with the 2005-06 school year, data reflect students in Grades 9-12 only who are participating in career and technical education programs.

continues

Table 19 (continued)
Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 2001-02 Through 2011-12

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 10								
2001-02	4,485	6.0	411	1.3	6,451	9.2	22,726	8.2
2002-03	5,860	6.7	304	1.0	7,823	10.0	24,751	8.8
2003-04	6,179	6.5	257	0.9	8,752	9.2	24,621	8.5
2004-05	6,926	7.0	353	1.2	9,465	9.3	25,399	8.7
2005-06	6,976	6.8	370	1.2	13,102	11.0	26,232	8.7
2006-07	5,405	5.7	381	1.2	12,609	10.5	25,242	8.3
2007-08	4,223	4.8	302	1.0	9,882	8.4	22,214	7.2
2008-09	4,339	4.6	239	0.7	8,894	7.6	21,125	6.8
2009-10	3,819	3.7	261	0.8	9,025	6.8	18,436	5.9
2010-11	3,938	3.5	214	0.7	9,196	6.4	17,303	5.4
2011-12	4,448	3.8	212	0.6	9,718	6.7	18,720	5.7
Grade 11								
2001-02	3,535	3.9	266	0.9	3,403	5.9	13,763	5.8
2002-03	3,693	3.7	161	0.6	3,893	5.9	13,643	5.6
2003-04	3,807	3.7	163	0.6	4,646	5.9	13,643	5.5
2004-05	4,149	3.8	188	0.7	5,177	5.9	14,658	5.7
2005-06	4,645	4.2	200	0.7	8,356	8.4	15,982	6.1
2006-07	4,035	3.7	269	0.9	7,984	7.7	15,800	5.9
2007-08	3,691	3.5	255	0.9	7,357	7.1	15,530	5.7
2008-09	3,663	3.3	182	0.6	8,450	7.8	15,855	5.6
2009-10	4,132	3.4	210	0.7	8,668	6.9	15,916	5.4
2010-11	4,008	3.1	185	0.6	8,718	6.6	15,046	5.1
2011-12	4,054	3.1	201	0.7	9,010	6.7	15,830	5.2
Grade 12								
2001-02	2,747	2.9	165	0.6	2,576	4.6	10,677	4.6
2002-03	3,105	2.8	149	0.6	3,144	4.7	11,356	4.7
2003-04	3,096	2.6	99	0.4	3,700	4.6	11,254	4.5
2004-05	3,439	2.8	110	0.4	4,420	5.2	12,018	4.9
2005-06	5,144	4.2	213	0.8	8,563	8.9	16,828	6.6
2006-07	5,475	4.6	203	0.7	9,958	10.3	19,342	7.5
2007-08	5,614	4.6	196	0.7	10,391	10.3	21,524	8.0
2008-09	5,635	4.5	157	0.5	10,856	10.3	22,050	7.8
2009-10	5,094	3.7	144	0.5	10,663	8.4	20,155	6.8
2010-11	4,221	3.0	128	0.4	9,965	7.3	18,516	6.1
2011-12	3,766	2.7	114	0.4	8,782	6.5	16,709	5.5

Note. Students may be counted in more than one category.

^aData reflect students participating in career and technical education programs; students enrolled in career and technical education courses only are excluded. ^bNot applicable. Beginning with the 2005-06 school year, data reflect students in Grades 9-12 only who are participating in career and technical education programs.

continues

Table 19 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 2001-02 Through 2011-12

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Total 7-12								
2001-02	17,511	5.4	1,871	1.0	33,158	6.4	117,528	6.9
2002-03	20,703	5.6	1,330	0.7	38,343	6.6	120,362	6.9
2003-04	22,176	5.6	1,254	0.7	44,214	6.6	121,241	6.8
2004-05	24,908	6.0	1,387	0.7	47,749	6.5	124,359	6.9
2005-06	26,111	6.3	1,579	0.8	71,678	8.4	132,920	7.2
2006-07	21,657	5.5	1,540	0.8	69,443	8.1	128,203	6.9
2007-08	18,982	5.0	1,407	0.7	64,349	7.5	125,474	6.6
2008-09	19,440	4.8	1,135	0.6	58,850	6.8	113,478	5.9
2009-10	19,393	4.3	1,160	0.6	57,839	5.9	102,922	5.2
2010-11	17,454	3.8	938	0.5	55,607	5.4	94,785	4.8
2011-12	18,360	3.9	976	0.5	54,664	5.2	95,027	4.7

Note. Students may be counted in more than one category.

^aData reflect students participating in career and technical education programs; students enrolled in career and technical education courses only are excluded. ^bNot applicable. Beginning with the 2005-06 school year, data reflect students in Grades 9-12 only who are participating in career and technical education programs.

Appendix
Statute and Rules About Grade-Level
Retention and the Student Success Initiative

Texas Education Code §28.021 and §28.0211

Texas Administrative Code §§101.2001-101.2019

Texas Education Code

§28.021 and §28.0211

The following sections of the Texas Education Code are current through the 82nd Legislative Session, 2011.

§28.021. Student Advancement.

- (a) A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.
- (b) In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered.
- (c) In determining promotion under Subsection (a), a school district shall consider:
 - (1) the recommendation of the student's teacher;
 - (2) the student's grade in each subject or course;
 - (3) the student's score on an assessment instrument administered under Section 39.023(a), (b), or (l), to the extent applicable; and
 - (4) any other necessary academic information, as determined by the district.
- (d) By the start of the school year, a district shall make public the requirements for student advancement under this section.
- (e) The commissioner shall provide guidelines to districts based on best practices that a district may use when considering factors for promotion.

Added by Acts 1995, 74th Leg., ch. 260, §1, eff. May 30, 1995. Amended by Acts 2009, 81st Leg., ch. 895, §28, eff. June 19, 2009; Acts 2011, 82nd Leg., ch. 307, (H.B. 2135), §1, eff. June 17, 2011.

§28.0211. Satisfactory Performance on Assessment Instruments Required; Accelerated Instruction.

- (a) Except as provided by Subsection (b) or (e), a student may not be promoted to:
 - (1) the sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments under Section 39.023; or
 - (2) the ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments under Section 39.023.
- (a-1) Each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.
- (a-2) A student who fails to perform satisfactorily on an assessment instrument specified under Subsection (a) and who is promoted to the next grade level must complete accelerated

instruction required under Subsection (a-1) before placement in the next grade level.
A student who fails to complete required accelerated instruction may not be promoted.

- (a-3) The commissioner shall provide guidelines to districts on research-based best practices and effective strategies that a district may use in developing an accelerated instruction program.
- (b) A school district shall provide to a student who initially fails to perform satisfactorily on an assessment instrument specified under Subsection (a) at least two additional opportunities to take the assessment instrument. A school district may administer an alternate assessment instrument to a student who has failed an assessment instrument specified under Subsection (a) on the previous two opportunities. Notwithstanding any other provision of this section, a student may be promoted if the student performs at grade level on an alternate assessment instrument under this subsection that is appropriate for the student's grade level and approved by the commissioner.
- (c) Each time a student fails to perform satisfactorily on an assessment instrument specified under Subsection (a), the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the district shall provide to the student before the student is administered the assessment instrument the third time. The grade placement committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of an assessment instrument on which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee. An accelerated instruction group administered by a school district under this section may not have a ratio of more than 10 students for each teacher.
- (d) In addition to providing accelerated instruction to a student under Subsection (c), the district shall notify the student's parent or guardian of:
 - (1) the student's failure to perform satisfactorily on the assessment instrument;
 - (2) the accelerated instruction program to which the student is assigned; and
 - (3) the possibility that the student might be retained at the same grade level for the next school year.
- (e) A student who, after at least three attempts, fails to perform satisfactorily on an assessment instrument specified under Subsection (a) shall be retained at the same grade level for the next school year in accordance with Subsection (a). The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee established under Subsection (c). The school district shall give the parent or guardian written notice of the opportunity to appeal. The grade placement committee may decide in favor of a student's promotion only if the committee concludes, using standards adopted by the board of trustees, that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted on the basis of the grade placement committee's decision unless that decision is unanimous. The commissioner by rule shall establish a time line for making the placement determination. This subsection does not create a property interest in promotion. The decision of the grade placement committee is final and may not be appealed.

- (f) A school district shall provide to a student who, after three attempts, has failed to perform satisfactorily on an assessment instrument specified under Subsection (a) accelerated instruction during the next school year as prescribed by an educational plan developed for the student by the student's grade placement committee established under Subsection (c). The district shall provide that accelerated instruction regardless of whether the student has been promoted or retained. The educational plan must be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure that the student is progressing in accordance with the plan. The district shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the district regularly administers the assessment instruments for that school year.
- (g) This section does not preclude the retention at a grade level, in accordance with state law or school district policy, of a student who performs satisfactorily on an assessment instrument specified under Subsection (a).
- (h) In each instance under this section in which a school district is specifically required to provide notice to a parent or guardian of a student, the district shall make a good faith effort to ensure that such notice is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English or the parent or guardian's native language.
- (i) The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on an assessment instrument specified under Subsection (a) and administered under Section 39.023(a) or (b) shall determine:
 - (1) the manner in which the student will participate in an accelerated instruction program under this section; and
 - (2) whether the student will be promoted or retained under this section.
- (j) A school district or open-enrollment charter school shall provide students required to attend accelerated programs under this section with transportation to those programs if the programs occur outside of regular school hours.
- (k) The commissioner shall adopt rules as necessary to implement this section, including rules concerning when school districts shall administer assessment instruments required under this section and which administration of the assessment instruments will be used for purposes of Section 39.054.
- (l) Repealed by Acts 2007, 80th Leg., ch. 1058, §17.
- (l-1) The commissioner may adopt rules requiring a school district that receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.) to use that funding to provide supplemental educational services under 20 U.S.C. Section 6316 in conjunction with the accelerated instruction provided under this section, provided that the rules may not conflict with federal law governing the use of that funding.
- (m) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds. This section may be implemented only if the commissioner certifies that sufficient funds have been appropriated during a school year for administering the

accelerated instruction programs specified under this section, including teacher training for that purpose.

- (n) A student who is promoted by a grade placement committee under this section must be assigned in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under Subsection (a) to a teacher who meets all state and federal qualifications to teach that subject and grade.
- (o) This section does not require the administration of a fifth or eighth grade assessment instrument in a subject under Section 39.023(a) to a student enrolled in the fifth or eighth grade, as applicable, if the student:
 - (1) is enrolled in a course in the subject intended for students above the student's grade level and will be administered an assessment instrument adopted or developed under Section 39.023(a) that aligns with the curriculum for the course in which the student is enrolled; or
 - (2) is enrolled in a course in the subject for which the student will receive high school academic credit and will be administered an end-of-course assessment instrument adopted under Section 39.023(c) for the course.
- (p) Notwithstanding any other provision of this section, a student described by Subsection (o) may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument not required to be administered to the student in accordance with that subsection.

Added by Acts 1999, 76th Leg., ch. 396, §2.12, eff. Sept. 1, 1999. Amended by Acts 2007, 80th Leg., ch. 1058, §§9, 17, eff. June 15, 2007; Acts 2009, 81st Leg., ch. 895, §29, eff. June 19, 2009; Acts 2011, 82nd Leg., ch. 91 (S.B. 1303), §7.006, eff. Sept. 1, 2011; Acts 2011, 82nd Leg., ch. 307 (H.B. 2135), §2, eff. June 17, 2011.

Texas Administrative Code

§§101.2001-101.2019

The following sections of the Texas Administrative Code are current as of May 2013.

Statutory Authority: The provisions of this Subchapter BB issued under the Texas Education Code, §§28.021, 28.0211, 28.0213, 39.023, and 39.025(b-1), unless otherwise noted.

§101.2001. Policy.

- (a) School districts shall implement grade advancement requirements in accordance with this subchapter and the Texas Education Agency (TEA) procedures outlined in the official Grade Placement Committee (GPC) manual, published annually by the TEA. As specified in §101.2009 of this title (relating to Notice to Parents or Guardians), school districts will make public at the beginning of the school year grade advancement requirements as determined by the school district.
- (b) In addition to local policy relating to grade advancement, except in cases where a student is testing above grade level as specified in the Texas Education Code (TEC), §28.0211(o), a student in Grade 5 or Grade 8 shall demonstrate proficiency in reading and mathematics as required by the TEC, §28.0211(a), in order to advance to the next grade. The assessment grade promotion requirements of the TEC, §28.0211(a), shall be in effect beginning with the 2012-2013 school year. Demonstrated proficiency is defined under this section as meeting the satisfactory passing standard on the appropriate assessment instruments specified by §101.2003(a) of this title (relating to Grade Advancement Testing Requirements) or on a state-approved alternate assessment authorized in §101.2011 of this title (relating to Alternate Assessment). The standard in place when a student first takes a Grade 5 or Grade 8 mathematics or reading assessment is the standard that will be maintained for all subsequent retest opportunities for that student. A student who does not demonstrate proficiency as described in this section may advance to the next grade only if:
 - (1) the student has completed the required accelerated instruction under §101.2006 of this title (relating to Accelerated Instruction);
 - (2) the student's GPC, as specified in §101.2007 of this title (relating to Role of Grade Placement Committee), determines by unanimous decision, in accordance with the standards for promotion established by the local school board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. In accordance with the TEC, §28.021, to determine grade promotion, a school district is required to consider the recommendation of the student's teacher, the student's grades, the student's assessment scores, and any other necessary academic information; and
 - (3) in accordance with the TEC, §28.0211(n), the school district will ensure that a student who is promoted by a GPC under §101.2007 of this title shall be assigned in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under the TEC, §28.0211(a), to a teacher who meets all state and federal qualifications to teach that subject and grade.
- (c) Students shall be provided accelerated instruction required by the TEC, §28.0211 and §39.025(b-1), as specified in §101.2006 of this title.

- (d) A student in Grade 5 or Grade 8 may not be denied promotion to the next grade on the basis of failure to perform satisfactorily on a reading or mathematics assessment instrument intended for use above the student's grade level.

Source: The provisions of this §101.2001 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective April 19, 2010, 35 TexReg 3030; amended to be effective June 4, 2012, 37 TexReg 4040.

§101.2003. Grade Advancement Testing Requirements.

- (a) Except in cases where a student is testing above grade level as specified in the Texas Education Code (TEC), §28.0211(o), each school district and charter school shall test eligible students in accordance with the grade advancement requirements for the grades and subjects specified in the TEC, §28.0211(a). The assessment grade promotion requirements of the TEC, §28.0211(a), shall be in effect beginning with the 2012-2013 school year. These requirements apply to the following assessment instruments under the TEC, §39.023(a), (b), and (l):
- (1) the reading and mathematics assessments at Grade 5; and
 - (2) the reading and mathematics assessments at Grade 8.
- (b) An eligible student is subject to all of the grade advancement requirements under the TEC, §28.0211, including automatic retention, if the student is enrolled in a local school district or charter school on any day between January 1 and the date of the first administration of the grade advancement assessments, unless a student is administered an assessment instrument intended for use above the student's grade level as specified in the TEC, §28.0211(o). A student is only eligible to take an assessment instrument intended for use above the student's grade level if the student is receiving instruction in the entire curriculum for that subject.
- (c) An eligible student who does not meet the criteria specified in subsection (b) of this section but enrolls in a local school district or charter school at any time after the date of the first administration of the grade advancement assessments is not subject to the grade advancement requirements. In accordance with §101.2001(b) of this title (relating to Policy), a school district or charter school must provide this student with the opportunity to test and access to required accelerated instruction.
- (d) A student receiving special education services under the TEC, Chapter 29, Subchapter A, enrolled in Grade 5 or Grade 8 who is receiving instruction in the essential knowledge and skills in a subject specified under subsection (a) of this section is eligible under this section as outlined in the official Grade Placement Committee (GPC) manual published annually by the Texas Education Agency (TEA). In accordance with §101.5(b) of this title (relating to Student Testing Requirements) and the TEC, §28.0211(i), the student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and accelerated instruction for each eligible student. Assessment decisions must be made on an individual basis and in accordance with procedures established by the TEA. These decisions shall be documented in the student's individualized education program.
- (e) An English language learner (ELL), as defined by the TEC, Chapter 29, Subchapter B, who is administered an assessment in English or Spanish for a grade and subject specified in subsection (a) of this section, except as provided by §101.1005 of this title (relating to Assessments of Achievement in Academic Content Areas and Courses), is eligible under this section. In accordance with §101.1005(a) of this title, the student's language proficiency assessment committee (LPAC) shall determine the appropriate assessment and accelerated

instruction for each eligible student. The GPC, as specified in §101.2007 of this title (relating to Role of Grade Placement Committee), shall make its decisions in consultation with a member of the student's LPAC. Assessment decisions must be made on an individual basis and in accordance with procedures established by the TEA.

- (f) As specified in §101.1005 of this title, decisions regarding assessments for ELLs who receive special education services shall be made by the ARD committee in conjunction with the LPAC.
- (g) In accordance with the TEC, §28.021(b), decisions regarding a student who has dyslexia and is eligible under this section shall consider the student's potential for achievement or proficiency in the assessed subject.

Source: The provisions of this §101.2003 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective February 24, 2005, 30 TexReg 842; amended to be effective April 19, 2010, 35 TexReg 3030; amended to be effective June 4, 2012, 37 TexReg 4040.

§101.2005. Test Administration and Schedule.

- (a) The Texas Education Agency (TEA) shall establish the test administration procedures in the applicable test administration materials. The superintendent of each school district and chief administrative officer of each charter school shall be responsible for following these procedures and maintaining the integrity of the test administration and the security and confidentiality requirements, as specified in Chapter 101, Subchapter C, of this title (relating to Security and Confidentiality).
- (b) The TEA shall provide three opportunities per year for the tests required for grade advancement as specified in the Texas Education Code, §28.0211(a). The commissioner of education shall specify the dates of these administrations in the assessment calendar. Additional test opportunities will not be provided.
- (c) The superintendent of each school district and chief administrative officer of each charter school shall establish procedures to ensure:
 - (1) that each eligible student who is absent or does not receive a test score for any test administration shall receive appropriate accelerated instruction as warranted on an individual student basis; and
 - (2) that each eligible student who is absent or does not receive a test score for all three test opportunities and is consequently retained shall receive other appropriate means of evaluation, including the administration of an alternate assessment, as provided under §101.2011(a) of this title (relating to Alternate Assessment), so that the Grade Placement Committee has sufficient evidence for its review upon appeal by a parent or guardian.
- (d) A campus or district must accommodate the request of an out-of-district student to participate in the third administration of a test required for grade advancement if that campus or district is testing one or more local students on the applicable test and if the out-of-district student has registered to take the test by a date determined by the TEA.

Source: The provisions of this §101.2005 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective February 24, 2005, 30 TexReg 842.

§101.2006. Accelerated Instruction.

- (a) Each time a student fails to perform satisfactorily on an assessment instrument administered under the Texas Education Code (TEC), §39.023(a), (b), or (c), the school district or charter school shall provide the student with accelerated instruction in the applicable subject.
- (b) Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. Each school district and each charter school shall be responsible for providing transportation to students required to attend accelerated instruction programs if these programs occur outside of regular school hours.
- (c) A school district must accommodate the request of an out-of-district student to participate in any established, on-campus summer accelerated instruction program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student's Grade Placement Committee (GPC).
- (d) Accelerated instruction shall be based on, but not limited to, guidelines on research-based best practices and effective strategies as outlined in the GPC manual, published annually by the TEA, which districts may use for developing accelerated instruction.
- (e) In addition, for students who are administered state assessments specified under the TEC, §28.0211(a):
 - (1) a student who fails to perform satisfactorily on an assessment instrument specified under the TEC, §28.0211(a), shall be provided accelerated instruction before the next administration of the applicable assessment as specified by the TEC, §28.0211. A student shall be assigned to an accelerated instruction group that does not have a ratio larger than ten students for each teacher; and
 - (2) a student who fails to perform satisfactorily on an assessment instrument specified under the TEC, §28.0211(a), after the first, second, and third testing opportunities and who is promoted to the next grade level must complete, in accordance with state and local school board policy, all the accelerated instruction required under this section before placement in the next grade level. A student who fails to complete all the required accelerated instruction may not be promoted.

Source: The provisions of this §101.2006 adopted to be effective April 19, 2010, 35 TexReg 3030; amended to be effective June 4, 2012, 37 TexReg 4040.

§101.2007. Role of Grade Placement Committee.

- (a) In accordance with the Texas Education Code (TEC), §28.0211, the superintendent of each school district and chief administrative officer of each charter school shall establish procedures for convening a Grade Placement Committee (GPC) for each eligible student who fails to demonstrate proficiency on the second administration of the assessment required for grade advancement. In accordance with §101.2006(d) of this title (relating to Accelerated Instruction), decisions by the GPC shall be made on an individual student basis, address required participation of the student in accelerated instruction, and ensure the most effective instruction to support the student's academic achievement on grade level.
- (b) The GPC shall be composed of the principal or principal's designee, the student's parent or guardian, and the student's teacher(s) of the subject of the grade advancement assessment(s) on which the student has failed to demonstrate proficiency. If this teacher is unavailable, the principal shall designate to serve on the GPC a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar

with the student's performance in that subject area. If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student if the remaining members of the GPC also agree to the promotion. The district may accept a parent's or guardian's written designation of another individual to serve on the GPC for all purposes. The district may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

- (1) If a parent or guardian or designee is unable to attend a meeting, the district may use other methods to ensure parent participation, including individual and conference telephone calls. The district may designate an individual to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for purposes of the TEC, §28.0211.
 - (2) The district shall make a good faith effort to notify a parent or guardian to attend the GPC. If a parent or guardian is unavailable, the remaining members of the GPC must convene as required by this section and take all necessary actions, except that the GPC may not agree to promote a student under the TEC, §28.0211(e), unless a parent, guardian, or designee has appealed. A district may allow an appeal to be filed in writing in lieu of attending the GPC.
- (c) Within five working days of receipt of student assessment results for the second administration of the assessment required for grade advancement, the district shall notify the campus principal of student assessment results for each eligible student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the assessment results. This notice shall include a description of the purpose and responsibilities of the GPC and the time and place for the GPC to hold its first meeting.
- (d) In accordance with §101.2006(d) of this title, the GPC is responsible for prescribing the accelerated instruction the student is to receive before the third testing opportunity. The GPC shall also decide at this time whether the student shall take the assessment specified in §101.2003 of this title (relating to Grade Advancement Testing Requirements) or the alternate assessment, as authorized by §101.2011 of this title (relating to Alternate Assessment). In the absence of unanimous agreement, the student shall take the assessment specified in §101.2003 of this title.
- (e) The GPC must convene again if a student fails to demonstrate proficiency on the third administration of an assessment required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student assessment results for this administration, the district shall notify the principal or principal's designee of student assessment results for each eligible student who fails to demonstrate proficiency. Upon receipt of this notice from the district, the principal shall inform the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The district shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of this retention notification.

- (f) If an appeal has been initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC's decision is unanimous and the student has completed all required accelerated instruction specified in §101.2006 of this title. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board and made in conformance with procedures specified in the GPC manual and as required by §101.2001(b) of this title (relating to Policy). These standards must include consideration of the following:
- (1) the recommendation of the student's teacher;
 - (2) the student's grades;
 - (3) the student's assessment scores; and
 - (4) any other necessary academic information as determined by the district.
- (g) In accordance with the TEC, §28.0211(e), the placement decision by the GPC shall be made before the start of the next school year or, if applicable, upon reenrollment of a student after this date.
- (h) A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed an assessment required under the TEC, §28.0211. This subsection does not limit the authority of a district to appropriately place a student under the TEC, Chapter 25, Subchapter B.
- (i) In addition to the placement decision, the GPC shall develop an accelerated instruction plan for each student who does not pass after three testing opportunities, regardless of whether the student has been promoted or retained. This plan shall include the accelerated instruction that the district must provide during the next school year. The plan must be designed to enable the student to perform at the appropriate grade level by the end of the next school year. The district shall establish a policy for monitoring the student during the school year to ensure that the student is progressing in accordance with the plan. The accelerated instruction plan must provide for interim progress reports to the student's parent or guardian and the opportunity for consultation with the teacher and/or principal as needed.

Source: The provisions of this §101.2007 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective February 24, 2005, 30 TexReg 842; amended to be effective April 19, 2010, 35 TexReg 3030.

§101.2009. Notice to Parents or Guardians.

- (a) As specified in §101.9 of this title (relating to Grade Advancement Requirements), the superintendent of each school district or chief administrative officer of each charter school shall notify parents or guardians of the grade advancement requirements at the beginning of the school year.
- (b) The district shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the assessment required for grade advancement the next year. The superintendent must establish the instruments/procedures to be used to make this determination. This notice shall include accelerated instruction participation requirements as stipulated by §101.2006 of this title

(relating to Accelerated Instruction) and be provided before the end of the school year preceding the grade advancement requirements.

- (c) The district shall establish procedures to notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement assessment. This notification should be made within five working days of district receipt of student assessment results from this administration. This notice shall include the student's assessment results, a description of the grade advancement policy, the required accelerated instruction to which the student has been assigned under §101.2006 of this title, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction.
- (d) Whenever the district is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction under §101.2006 of this title for students at risk of retention, including the notification requirements for the Grade Placement Committee under §101.2007 of this title (relating to Role of Grade Placement Committee), the district shall make a good faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent's or guardian's native language.

Source: The provisions of this §101.2009 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective April 19, 2010, 35 TexReg 3030.

§101.2011. Alternate Assessment.

- (a) On the third testing opportunity, each school district and charter school may establish by local board policy a district-wide procedure to use a state-approved alternate assessment instead of the statewide assessment instrument specified in §101.2003(a) of this title (relating to Grade Advancement Testing Requirements). The commissioner of education shall provide annually, to school districts and charter schools, a list of state-approved group-administered achievement tests, if available, certified by test publishers as meeting the requirements of the Texas Education Code, §28.0211. This list shall include nationally recognized instruments for obtaining valid and reliable data, which demonstrate student competencies in the applicable subject at the appropriate grade level range. The district shall select only one test for each applicable grade and subject to be used under this section.
- (b) The alternate assessment must be given during the period established in the assessment calendar by the commissioner of education to coincide with the date of the third administration of the statewide assessment.
- (c) A company or organization scoring a test defined in subsection (a) of this section shall send test results to the school district for verification within ten working days following receipt of the test materials from the school district and shall send a copy of those results to the Texas Education Agency (TEA) in a format specified by and on a schedule established by the TEA.
- (d) To maintain the security and confidential integrity of group-administered achievement tests, school districts and charter schools shall follow the procedures for test security and confidentiality delineated in Subchapter C of this chapter (relating to Security and Confidentiality).

Source: The provisions of this §101.2011 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective February 24, 2005, 30 TexReg 842; amended to be effective June 4, 2012, 37 TexReg 4040.

§101.2015. Parental Waiver.

The superintendent of each school district and chief administrative officer of each charter school shall establish a waiver process by which a parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required acceleration and is subject to retention based on the failure on the second test administration.

Source: The provisions of this §101.2015 adopted to be effective May 26, 2002, 27 TexReg 4337.

§101.2017. Scoring and Reporting.

In accordance with §101.81 of this title (relating to Scoring and Reporting), the scoring contractor will provide school districts with the results of the assessments required by the Texas Education Code, §28.0211, or, if applicable, the results of the alternate assessment specified in §101.2011 of this title (relating to Alternate Assessment), within ten working days following the receipt of the test materials from the school district or charter school.

Source: The provisions of this §101.2017 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective June 4, 2012, 37 TexReg 4040.

§101.2019. Credit for High School Graduation.

- (a) Students who have been retained in Grade 8 in accordance with the grade advancement testing requirements may earn course credit for high school graduation during the next school year in subject areas other than the required courses in the subject area which caused the student to be retained.
- (b) The school board of each district and each charter school may establish a policy that provides for the placement of retained students in an age-appropriate learning environment. In accordance with local grade configurations for elementary, middle, and high school campuses, this policy may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus.

Source: The provisions of this §101.2019 adopted to be effective May 26, 2002, 27 TexReg 4337.

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Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.



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